

Philadelphia Charter Academy

PIEDMONT COMMUNITY IMPACT ORGANIZATION, INC.

January 1, 2015

Authored by: Russell E. Lomax



**Virginia
Public Charter School
Application**

(Effective July 1, 2014)

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PHILADELPHIA CHARTER APPLICATION

Charter School Name: Philadelphia Charter Academy
Date of Submission to Virginia Board of Education: January 6, 2015
Proposed Date of Submission to Local School Board: April 2015
Name of Authorized Official: Russell E. Lomax
Signature of Authorized Official:  Date: FEB 27 2015

Instructions

All applicants for a public charter school should read the Public Charter School Application Process before completing the application. The process is available on the Virginia Department of Education Web site at the following link:
http://www.doe.virginia.gov/instruction/charter_schools/index.shtml.

Please complete the cover page and insert the name of the public charter school into the footer before completing the application. Each gray section in the document must contain a response.

Two hard copies of the completed application with the original signature of the authorized official on the cover page and on the certification page must be submitted to:

Melissa Luchau
Executive Assistant for Board Relations
Virginia Board of Education
P.O. Box 2120
Richmond, Virginia 23218-2120

In addition, a PDF and Word version of the completed application document should be sent to Melissa Luchau at Melissa.Luchau@doe.virginia.gov.

Note: The Virginia Freedom of Information Act (FOIA), §§ 2.2-3700 et seq. of the *Code of Virginia*, guarantees citizens of the Commonwealth and representatives of the media access to public records held by public bodies, public officials, and public employees. Please be advised that documents submitted to the Virginia Department of Education are subject to FOIA and must be released in response to a FOIA request unless the records are exempt, as specifically provided by law.

Applications for public charter schools should be submitted to the Board of Education within a period that is adequate to ensure that the public charter school application will

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also be submitted to the local school board in accordance with the application policies of the local school board.

Part A: Applicant Information

School Information

Charter School Name: Philadelphia Charter Academy

Local School Division: Campbell County

Does the applicant presently have access to a facility suitable for a School? ☒ X Yes
☐ No

If the answer is yes to the question above, insert address and information regarding ownership of the facility:

School Location (City/Town and Zip Code): 215 School Road Gladys, VA 24554

Ownership: Piedmont Community Impact Organization, Inc.

Proposed Date of Application Submission to Local School Board: April 2015

Proposed Opening Date: August 1, 2016

Content Areas and Instructional Services Offered (Please Check All That Apply)			
Early Childhood Education	<input type="checkbox"/>	Gifted Education	<input type="checkbox"/>
English/Language Arts	<input checked="" type="checkbox"/>	Special Education	<input type="checkbox"/>
Mathematics	<input checked="" type="checkbox"/>	Computer Technology	<input checked="" type="checkbox"/>
Science	<input checked="" type="checkbox"/>	Agricultural Education	<input type="checkbox"/>
History and Social Studies	<input checked="" type="checkbox"/>	Business and Informational Technology	<input type="checkbox"/>
Foreign Language	<input type="checkbox"/>	Career Connections	<input type="checkbox"/>
English as a Second Language	<input type="checkbox"/>	Family and Consumer Sciences	<input type="checkbox"/>
Health	<input checked="" type="checkbox"/>	Marketing	<input type="checkbox"/>
Physical Education	<input checked="" type="checkbox"/>	Technology Education	<input checked="" type="checkbox"/>
Driver Education	<input type="checkbox"/>	Trade and Industrial Education	<input type="checkbox"/>
Art	<input checked="" type="checkbox"/>	Electives: n/a	<input type="checkbox"/>
Music	<input checked="" type="checkbox"/>	Others: n/a	<input type="checkbox"/>
Drama	<input type="checkbox"/>		

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Grades to be Served (Please Check All That Apply)*	
Pre-K <input type="checkbox"/>	Sixth Grade <input type="checkbox"/>
Kindergarten <input checked="" type="checkbox"/>	Seventh Grade <input type="checkbox"/>
First Grade <input checked="" type="checkbox"/>	Eighth Grade <input type="checkbox"/>
Second Grade <input checked="" type="checkbox"/>	Ninth Grade <input type="checkbox"/>
Third Grade <input checked="" type="checkbox"/>	Tenth Grade <input type="checkbox"/>
Fourth Grade <input checked="" type="checkbox"/>	Eleventh Grade <input type="checkbox"/>
Fifth Grade <input checked="" type="checkbox"/>	Twelfth Grade <input type="checkbox"/>

* If the public charter school intends to add or change grade levels at some point during the school's operation, please provide this information in the education program section of the narrative.

If the public charter school is going to have a specialized focus (e.g., Science, Technology, Engineering, Mathematics [STEM], at-risk students, special education, career and technical education, gifted education), please describe the focus:

Philadelphia Charter Academy (PCA) will have **specialized focus** on the needs of at-risk students K-5, who do not perform well in the conventional school environment. We will provide a structured program for both those who need additional remediation and those who need alternative teaching approaches with an emphasis on knowledge development, social development and personal development. PCA will address the "achievement gap" issues found in low income and minority students in the rural communities. The Governing Board of PCA anticipates that the student population will be based primarily on the "three Proficiency Gap Groups", and the school division's current diverse student population, as the school is open to all students. The focus of PCA is to; prepare students by equipping them with the tools necessary to be productive in the 21st century. Moreover, this is our best discourse for building, what we believe, is the foundation for successful learning in all content areas, as well as prevention, intervention strategies and remediation.

The **academic concentration** will include language arts, (reading, writing, and speaking), mathematics, science, and social studies, with emphasis on the Virginia Standards of Learning (SOL). The ability to make appropriate choices; improved social and conflict resolution skills; and a personal transition plan for the future in compliance with the Virginia Standards of Quality and The Virginia Standards of Learning.

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This **model** will address the 21st century learners, preparing all students for academic achievement and a lifelong mission of learning. The curriculum will include *Reading First*, a program that focuses on putting proven methods of early reading instruction in classrooms to ensure that all children learn to read well by the end of third grade. In addition, PCA will model the success of the West Side Preparatory, a celebrated Chicago inner-city school (Marva Collins, founder) that believes that *Phonics* is the most effective methods of teaching reading.

Goals for the program are to help each student to meet or exceed the Virginia Standards of Quality (VSQ) and the Virginia Standards of Learning (SOL) goals and objectives.

PCA's philosophy is rooted in three solid principles:

- 1.) Children are inherently good; Children have a desire to learn, and if given the opportunity and tools, every child can be successful.
- 2.) The individuality of each child is energetic, talented and full of life when unobstructed.
- 3.) A strong foundation is crucial, and is not an option in preparing them for the future. They must learn to read and articulate to be competitive in society.

Contact Information

Name of Individual/Organization Submitting Application: **Piedmont Community Impact Organization, Inc.**

Name of Contact Person for Application: **Russell E Lomax/ Janet F Lomax**

Title/Affiliation with Individual/Organization Submitting Application: **President; COO**

Office Telephone: **434-283-7531** Mobile Telephone: **434-420-2238**

Fax Number: **434-283-7532** E-mail Address: **janetflomax@icloud.com**

Prior Experience

1. Has the applicant had any prior experience operating a charter school or similar school?

Please check one of the following: Yes ☐ No **X**

2. If the response to the question above is "yes," please describe any prior experience with establishing and operating charter schools and/or similar schools. Please provide information such as the name of the school, the state where it is located, years of operation, and contact information. If the school is no longer operating, please provide the reason(s) for closure:

Not applicable

3. Please describe the relevant experience of the members of the proposed management committee, and if identified, the proposed school leadership:

The following individuals will comprise the initial **Governing/ Management Committee** and experience for the Philadelphia Charter Academy:

1) Reverend Russell E. Lomax

353 Chestnut Creek Drive
Evington, Virginia 24550
(434) 525 0506

Russell E. Lomax is the founder and President of the Piedmont Community Impact Organization since 1997. Russell served his country in the United States Army and retired after 20 years as a Sergeant first Class. He later attended Virginia Commonwealth University and received a Bachelor of Arts degree in Political Science after which he started his career in education. A 19-year veteran of Bedford County Public Schools, Russell taught World History, US History and Life Science at Staunton River Middle School for 4 years. Certified in Social Studies, he taught grades 9-12 in Sociology, Psychology, and Government for 15 years at Staunton River High School. While a classroom teacher, Russell was responsible for remediation and tutoring at-risk students, athletes and academically challenged students. He serves as a role model for all students in Bedford and Campbell counties, and believes that Philadelphia Charter Academy will offer an opportunity to at-risk students to close the achievement gap in Campbell County. He takes credit for designing and implementing a mentoring program, "Ladies and Gentleman by choice" at Staunton River High School. Among his accomplishments, he coached both Varsity and Junior Varsity Football and Basketball programs and served as an Advisor to Piedmont's "Kids Deli" and Camp Philadelphia Summer Enrichment at the Piedmont Center. Rev. Lomax is currently the Pastor for The Nazareth Baptist Church in Phenix, VA.

2) Mrs. Dorothy J. White

616 Old Graves Mill Rd.
Lynchburg, Virginia 24502
(434) 237-4479

Dorothy White has been an entrepreneur for the last 18 years and a licensed cosmetologist for 28 years. She is a graduate of Old Dominion University and received a Bachelor of Science degree in Occupational and Technical studies with a concentration in Training Specialist, and holds a Associates of Science degree in General Education from Central Virginia Community College. Dorothy is currently, employed part time as a Grant Writer for Piedmont Community Impact Organization as well as serves as a board member and secretary for Piedmont Community Impact Organization. Recently she became a substitute teacher for Lynchburg City School System.

3) Mrs. Patricia Read

341 Chestnut Creek Drive
Evington, Va. 24550
(434) 525-5059

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Mrs. Patricia Read is a Public Health Nursing Supervisor for 18 years at the Campbell County Public Health Department and an employee for 26 years. She is a graduate of Centra Health School of Nursing at Lynchburg General Hospital and received a Bachelor of Science degree in Nursing from Virginia Commonwealth University. Presently, serve as a member of the Appomattox and Campbell County Community Policy and Management Teams, Central Virginia Immunization Coalition, and Centra College of Nursing Advisory Board. She has served as an active member of Project Immunize Virginia for two years. Mrs. Read also was a classroom instructor for nursing assistants at National Business College.

- 4) **Mrs. Resa Payne**
84 Oakland Circle
Lynchburg, Va. 24502
(434) 239-4908

Mrs. Resa Payne is a retired educator for Campbell County Public Schools. She is a graduate of Lynchburg College and received a Bachelor of Arts in Sociology; a Masters of Teaching (MAT) degree and is licensed to teach children with Learning Disabilities. Mrs. Payne worked previously as a Social worker, but later became a third and six-grade teacher for Franklin County public schools for four years. After receiving her license to teach children with Learning Disabilities, Mrs. Payne taught special education for Franklin County public schools, Roanoke City schools, and Campbell County schools until she retired. She has taught at the elementary, junior high and high school levels. After retirement, she returned to Campbell county public schools, where she taught part-time for two years. Mrs. Payne is currently, endorsed by the state of Virginia, to teach K-7 children with Learning Disabilities.

- 5) **Mr. Clayton Fowler**
111 Fowler Street
Lynchburg, Va. 24502
(434) 525-6405

Mr. Clayton Fowler is a retired Vocational Instructor from CVTC located in Amherst Virginia. While working at CVTC he was also a part-time school bus driver for 25 years. He has been an Arts and crafts Instructor for Piedmont Community Impact Organization, Inc.'s summer youth feeding camps, and The Senior Arts and Crafts programs since 1996. He has been a substitute teacher for Campbell and Bedford County Public Schools for 8 years. He is a graduate of Central Virginia Community College with an Associate's of Science degree in Human Services; and attended Shaw University in Raleigh N.C. As a Minister of Music since 1972, he teaches music and voice to adults and children in his spare time as well as direct Church choir. In addition, Mr. Fowler was a First Aid instructor for six years and a CPR instructor for 15 years through Red Cross. As a service, he coordinated and implemented a "Christmas Give-away" where he gives away new and gently used clothing and toys to needy children.

Part B: Narrative

The application narrative must contain all of the elements listed below as required by Section 22.1-212.8 of the *Code of Virginia*.

- I. *Executive Summary: Provide an executive summary that addresses the need for the public charter school and its goals and objectives and any discussions to date with the local public school division or local school board on the establishment of the charter school. If there have been no discussions to date, please indicate the reason. (The suggested length is two pages.)***

**Executive Summary
Philadelphia Charter Academy**

The Philadelphia Charter Academy concept is an extension of a current program sponsored by Piedmont Community Impact Organization, Inc. and the Camp Philadelphia Summer Enrichment Program. During the summer session, at-risk students, ages 5-12 (grades K-6) are given the opportunity to participate in recreational and cultural activities. In addition, students receive 2 ½ hours per day of remedial instruction in math and reading. The summer curriculum is structured and is highly effective in reducing behavioral problems. Positive feedback from teachers and parents indicate that many of the students do very well during the first six weeks of the school term. Such successes, in the past 17 years, have promoted the decision to convert this summer enrichment program into a year round program, a charter school.

The charter school development has continued over a 10-year period. PCIO initiated the process, with the former Campbell county school superintendent, Dr. George Nolley. PCA has continued with numerous meetings with, Dr. Robert Johnson, the current superintendent. In addition, PCA have met with Dr. Rob Arnold, Assistant Superintendent, on several occasions to discuss the process and procedures of starting a charter school in Campbell County. Additionally, PCA has met with numerous community stakeholders to solicit support for the school. Finally, PCA has met with the local school board and a motion was passed to table the creation of the charter school until further discussion with the school board office. (Oct 4, 2004).

The Mission: The mission of the Philadelphia Charter Academy is to create a structured learning environment for at-risk children, where innovation, intellectual challenge, disciplined inquiry, teamwork, the ability to make appropriate choices, and where respect for others is the norm.

The Goal and objective: The Philadelphia Charter Academy (PCA will be committed to providing an educational setting tailored to each student's special needs. Moreover, increase academic performance. This setting will allow students to obtain a meaningful education, establish short-term and long-term life goals, and develop the academic and social tools required to live healthy and productive lives in the 21st century.

The Need: PCA will operate in an increasingly high poverty level community of Campbell County to address the needs of at-risk students who do not perform well in the conventional setting, by providing a program of additional remediation and smaller classes, in a structured charter school program. The Virginia Department of Education reports that 44.44% of these students receive free or reduced school meals, with 69.04% on the high side and 50.46% on the low side. "Kids Count Data Center" reports that 19.2% of these children live below the poverty level; a large number of these students live in single parent families, and the majority of Gap Group 2 male students reside in these areas of the county also. Additionally, according to The SOL Report Card for Campbell County, these are the students most affected by the so-called "achievement gap". PCA will address the "achievement gap" issues found in the rural communities of Campbell County by providing a structured program for both those who need additional remediation and those who need alternative teaching approaches. The Code of Virginia, 22.1-212.5, Sec. B, defines "at-risk pupil" as any student having a physical, emotional, intellectual, socioeconomic, or cultural risk factor that hinders the ability of one to learn effectively.

The Timeline: The school will open in August 2016 with Kindergarten and first grade students, and add one grade level per year until we are at full capacity serving 250 students residing in the Campbell County Public School division.

The Curriculum: The Academy will provide academic concentration for those particular students in language arts (reading, writing, and speaking), mathematics, science, and social studies with emphasis on the Virginia Standards of Learning. The curriculum will include ongoing instruction in creativity and fine arts, health, physical fitness, values, character, conflict resolution, self-esteem, abstinence training, drug and alcohol cessation, and time management. Students will participate in recreation, field trips, and community service. The PCA will not only offer instruction during the normal school day, but will also include after school and summer camp components.

Community Support: The academy will establish a partnership between parents, administrators, teachers, and community leaders to ensure parental involvement and accountability. This partnership will be able to monitor the student's progress in and out of school throughout the calendar year. Parental and community involvement are essential ingredients for student success. Many of our students will come to our school below grade level, lacking self-confidence, and with tremendous gaps in their knowledge base and skill sets. However, a school working together with families and community partners can create a culture of achievement and commitment to learning necessary for academic success. PCA feels that our schools design promotes positive student outcomes, and is the key to teaching students with varied learning styles and abilities to be prepared for success in the future. Research consistently shows that one of the most significant predictors of a student's academic achievement is parental support for and involvement in the student's education. Although PCA cannot require parental involvement, PCA will create a culture of high expectations of our students' families, and similarly, we want them to hold the school's professional staff to the highest expectations. PCA believes this formula of high expectations of all members of the learning community is crucial to the success of each student

entrusted to our school.

Education Components II-VI

II. *Mission Statement: Provide a mission statement that is consistent with the principles of the Standards of Quality (SOQ). The following components must be addressed:*

1. A description of the public charter school's mission and how it is consistent with the principles of the Virginia SOQ. (Section 22.1-253.13:1, *Code of Virginia*)

The mission of the Philadelphia Charter Academy is to create a structured learning environment for at-risk children, where innovation, intellectual challenge, disciplined inquiry, teamwork, the ability to make appropriate choices, and where respect for others is the norm.

The mission is consistent with the Standards of Quality (SOQ) (section 22.1-253.13:1, Code of Virginia), Standards of Learning (SOL) and the Standards of Accreditation (SOA) and will instill a passion for learning and hard work that will result in significant contribution to the academy, family, and community as 21st Century learners and citizens.

2. A description of any specialized area of academic concentration.

Philadelphia Charter Academy (PCA) will have **specialized focus** on the needs of at-risk students who do not perform well in the conventional school environment. PCA will provide a structured program for both those who need additional remediation and those who need alternative teaching approaches with an emphasis on knowledge development, social development and personal development. Also, PCA will address the "achievement gap" issues found in low income and minority students in the rural communities. The focus of PCA is to prepare students by equipping them with the tools necessary to be productive in the 21st century is our best discourse for building, what we believe, is the foundation for successful learning in all content areas, as well as prevention, intervention strategies and remediation.

3. Information about the public charter school's anticipated student population consistent with Section 22.1-212.6, of the *Code of Virginia*.

PCA's initial enrollment will consist of 50 students in grade K-1. Each year, adding fifty additional students until PCA reaches its desired enrollment of 250 students in grades, K-5. Although PCA will accept any county student, the targeted population will include at-risk students affected by the "achievement gap", with special emphasis on Gap Group 2 males.

III. *Goals and Educational Objectives: State the goals and educational objectives to be achieved by the public charter school that meet or exceed the Standards of Learning (SOL). The following components must be addressed:*

1. A description of the performance-based goals.

The staff at PCA will work with students and parents to establish a Personal Learning Plan for each student. Each student will be assigned a mentor and receive prescriptive interventions to remove socio-emotional, economic, and academic barriers. The goals for the charter will be ambitious. All students will commit to the high expectations at enrollment with the understanding that the PCA learning community will support their success and have faith in their ability to achieve the goals set by the charter proposal and contract. PCA will adopt the Charter School Quality Consortium's (CSQS) model as a tool to measure performance.

a. Student academic proficiency:

The CSQS framework for Academic Quality focuses on four primary indicators of student academic proficiency:

- (1) Student achievement,
- (2) Student growth overtime,
- (3) Student post-secondary readiness, and
- (4) Student engagement

The primary mission of PCA will be to have our students meet or exceed the School District's performance on the SOL test and to close the "achievement gap" for at-risk students.

b. Student academic growth:

PCA will adopt the Charter School Quality Consortium's (CSQS) model as a tool to measure performance. The CSQS framework for Academic Quality focuses on four primary indicators of academic success: (1) student achievement, (2) student growth overtime, (3) student post-secondary readiness, and (4) student engagement.

The primary mission of PCA will be to have our students meet or exceed the School District's performance on the SOL test and to close the "achievement gap" for at-risk students. Seventy-eight percent of all students attending PCA will meet or exceed Virginia's mean SOL score.

Goal 1:

Promote high academic achievement in accordance with Virginia Standards of Learning.

Objective 1:

Provide opportunities in small learning environments with a flexible schedule, allowing the school day to be open to a variety of experiences and formats.

Objective 2:

Create for each student a customized education plan that will access learning at the

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current level, direct academic growth toward each individual's highest abilities, and recognize student achievement by advancing the learner into more challenging settings.

Objective 3:

Infuse critical thinking and creative experiences into our daily school lives that allow students to communicate effectively through listening, speaking, writing, reading and visual forms.

Objective 4:

Have students learn to eagerly meet academic challenges and take intellectual risks.

Objective 5:

Provide remediation for English Language Learners.

Goal 2:

Achieve an attendance record that meets or exceeds the county, or region.

Objective 1:

Identify and address non-illness related situations that interrupt regular attendance.

Objective 2:

Design a curriculum that requires students to make up all missed work.

Objective 3:

Develop a policy that rewards good/consistent attendance.

Objective 4:

Provide instruction that is stimulating, relevant, challenging and intriguing.

Objective 5:

Provide a safe, welcoming and inclusive school atmosphere, which addresses alternate learning styles.

Goal 3:

Provide students with the life skills necessary for future success.

Objective 1:

Provide courses to achieve and maintain health and fitness.

Objective 2:

Empower students to make decisions based on accurate information about actions and consequences of SOL Scores. Therefore, PCA has established the previous goals to accomplish our mission:

c. Academic gaps in both proficiency and growth between major student subgroups:

PCA will close academic gaps for all subgroups, after at least three years of continuous attendance. After Virginia Dept. of Education has approved Elementary and Secondary Education Act waiver application, schools must meet increasing targets. Schools have three ways to meet the AMOs: test results from the most recently completed school year, test results based on a three-year average, or by reducing the failure rate by 10 percent. As a result, the Virginia department of education proposes, “AMOs in reading and mathematics will increase annually until 2017-2018 when the reading objective will be 78% for all groups, and the mathematics objective will be 73 % for all groups. PCA plans that 78% of students attending PCA will meet or exceed Virginia Standards of Learning requirements. In addition, 100% of all students attending PCA will work with their Instructor to develop a Personalized Learning Plan.

d) Attendance:

Achieve an attendance record that meets or exceeds the county. The rigor of PCA will require a high level of commitment from all students. Youth will be required to be on time, present, and ready to learn daily. In addition, PCA will also ask youth to commit to attending after school tutoring, Saturday study sessions, and a longer school year, if necessary, to meet the academic goals for the program. High levels of attendance during the school day and attendance in the extended sessions are crucial to supporting the academic goals of PCA. PCA will identify and address non-illness related situations that interrupt regular attendance and develop a policy that rewards good, consistent attendance.

e) Recurrent enrollment from year to year:

Initial enrollment will be limited to 50 students. Each year, enrollment will increase by an additional 50 students. The Governing Board of PCA expects a high demand for enrollment at this charter school based on community feedback and support. If spaces are, available and no other students are on the waiting list, students who seek enrollment after the school year will be given consideration for enrollment. School leadership staff will work to retain local students and work to ease the transition issues for youth through counseling services and communication with the transitioning schools of record.

f) Postsecondary readiness (for high schools):

Not applicable

2. A description of the related measurable educational objectives to be achieved by the public charter school. (Section 22.1-253.13:1.B, Code of Virginia)

Student’s educational performance is measured using classroom and standardized assessments, to include test, quizzes, homework, student portfolio, benchmark and SOL testing.

PCA's year round calendar, after-school and summer programs will afford the opportunity for students to be involved in productive activities, which will eliminate some of the conditions, and factors that create challenges for at-risk students. The more time our students spend in a structured environment, the more successful they will be.

Remediation and other life and social skills will be introduced during the after-school, and summer enrichment components. In the after-school program, PCA will implement a mentoring program entitled "Ladies and Gentlemen by Choice", designed by Mr. Russell Lomax, a retired teacher and coach, at Staunton River High School in Bedford County. The purpose of this program will be to assist our young to establish a positive image of their selves, which will lead to greater confidence in the choices they make. The result will create a positive influence as our students achieve academic success while training to become our leaders of tomorrow. The program is included in the 21st Century Community Learning Center at Staunton River High School.

"Ladies and Gentlemen by Choice" mentoring program will have the following objectives:

1. Build self-esteem
2. Promote and build academic success
3. Encourage social awareness
4. Promote conflict resolution
5. Improve test-taking skills
6. Help students to select and become positive role models
7. Learn goal-setting skills
8. Acquire Social development
9. Nurture Personal development
10. Develop Leadership skills

See Appendix A: "Educational Objectives"

IV. Evidence of Support: *Provide evidence that an adequate number of parents, teachers, pupils, or any combination thereof, supports the formation of a public charter school. The following components must be addressed:*

1. **Information and materials indicating how parents, the community, and other stakeholders were involved in supporting the application for the public charter school.**

Piedmont has discussed the need for a charter school with various stakeholders and community leaders; that include local businesses, faith based organizations, the local education association, elected officials, educators and parents for support and input of the PCA. Community leaders will be invited to offer a variety of services not only to our students but also to the entire family. PCIO is a community-based organization with strong support from our community.

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PCIO has built a strong partnership with these groups over the past 17 years with the success of Camp Philadelphia Summer Camp, after school programs, and The VDH summer food program. The camp and programs are so successful that these programs should be offered to our students on a year-round basis to address the student's academic and social needs.

PCIO has forged collaborative relationships with many community organizations over the past 17 years. In addition to the local school board, the Virginia Department of Health and the local department of Social Services, PCIO has made fruitful alliances with the following organizations:

The Virginia Cooperative Extension 4-H
Boy Scouts of America
Virginia Skyline Council of Girl Scouts
Campbell County Recreation Department
Numerous Faith -Based Organizations
Campbell County Chapter NAACP
United Way of Central Virginia
Various Business Organizations
Campbell County Board of Supervisors
Liberty University
Lynchburg College
NCCC AmeriCorps
Greater Lynchburg Community Trust
Campbell County Education Association

During the spring of 2015, PCIO will host numerous town hall meetings throughout the county, to inform and seek community engagement.

2. **Tangible evidence of support for the public charter school from parents, teachers, students, and residents, or any combination thereof, including but not limited to information regarding the number of persons and organizations involved in the process and petitions related to the establishment of the charter school. Provide information regarding discussions with the local public school division and/or local school board regarding operational and financial components of the charter school application. If there have been no discussions to date, please indicate the reason.**

See Appendix B "Signed Petitions"

3. **A description of how parental involvement will be used to support the educational needs of the students, the school's mission and philosophy, and its educational focus.**

Parental support is vital for the success of any school. Research indicates that low parental involvement is one key factor, which keeps at-risk students from performing at the same level as other students. Research consistently shows that one of the most significant predictors of a

student's academic achievement is parental support for and involvement in the student's education.

Educators need the support and involvement of parents to help them address the varied and complex needs of the young persons in their classroom. Parents are a child's first and best educators and need to feel respected, welcomed, and valued in their child's formal educational process. PCA want them to hold the schools professional staff to the highest expectations.

PCA believes this formula of high expectations of all members of the learning community is crucial to the success of each student entrusted to our school. PCA will create a culture of parental empowerment and "ownership" of the school through a spirit of cooperation and with regular communication between home and school.

In order to receive parental support, PCA will establish the following objectives:

Objective 1:

Parents will serve on the governing council

Objective 2:

PCA will form a PTSA

Objective 3:

Parents will be encouraged to serve as volunteers in all areas of the Academy

Objective 4:

Single parents will receive assistance with parenting skills

Objective 5:

Family type activities in the after-school and summer enrichment programs

Objective 6:

Parent conferences

Objective 7:

PCA will host "Back to School Nights" during the academic year.

V. Statement of Need: Describe the need for a public charter school in a school division or relevant school divisions in the case of a regional public charter school, or in a geographic area within a school division or relevant school divisions. The following components must be addressed:

- 1. A statement of the need for a public charter school that describes the targeted school population to be served and the reasons for locating the school within a particular school division.**

The need for public school choice in Campbell County is approached with great sensitivity. Such a discussion unavoidably implies a critique of the existing public school system. It is not our intent to undermine the district or attack the many dedicated professionals currently serving in our

public school system. Quite the opposite, it is our vision that the Philadelphia Charter Academy will help strengthen the quality of and popular support for public education.

Our school's goal is to augment the school district, and to support a positive vision that helps strengthen public education and the futures of our county's children. PCA believes a charter school is the best vehicle to address the needs of at-risk students. A charter school can create opportunity for innovation; is free from some rules and regulations; and can generate more community and parental involvement. PCA's target population will be "at-risk" students in grades kindergarten through fifth, with special emphasis on Gap 2 male students. The target group is open to any students meeting the definition of "at-risk" from the entire county; however, those students residing in Gladys, Brookneal, Altavista or the Rustburg areas of Campbell County will be our primary focus. PCA chose to locate in these areas of the county because these areas have many of the factors that contribute to low student achievement and academic performance.

2. An explanation of why the public charter school is being formed. (Is the school being formed at the requests of parents or community organizations?)

a) How was the need determined?

So many environmental factors positively or negatively affect a successful academic career. These factors begin with parental expectations regarding education, family economic status, the child's vulnerability to criminal activity and violence in and out of the home. Additional factors include safe places after-school; proper nutrition; physical and mental health concerns, and community involvement.

(b) What data was examined as part of the needs assessment? In addition, briefly describe the need and include a summary of the quantitative data.

The Virginia Department of Education reports that 44.44 % of students receive free or reduced school meals, with 69.04% on the high side and 50.46% on the low side. The website "Kids Count Data Center" reports that 19.2% of children live below the poverty level; a large number of these students live in single parent families, and the majority of Gap 2 male students reside in these areas of the county. Additionally, according to The SOL Report Card for Campbell County, these are the students most affected by the "achievement gap".

3. An explanation of why a public charter school is an appropriate vehicle to address the identified need.

Although our PCA will accept any eligible student, PCA would like to focus on Gap 2 males for the following reasons:

1. **Underachievement:** The National Assessment of Educational Progress (NAEP) reported in 2011 that only 10% of these students were proficient in grade 8 reading nationally, while in Virginia, we had an 11% proficient rate.

2. Tavis Smiley, author, liberal political commentator, entrepreneur, advocate and philanthropist, new book, The Covenant, reports that 18% of black students will repeat a grade at least once, compared to 9% of white students. In addition, 61% of black students in 4th grade have not reached basic reading comprehension levels.
3. Disciplinary Exclusion from School: A federal government report on suspension from school indicates that Gap2 males are more likely to be suspended than the white students or Latino students for the same offenses. Also, data shows that frequent out of school suspensions results in increased dropout rates and instance of youth incarceration. In The Covenant, Smiley reports 33% of black students in 7-12th grade have been suspended or expelled at some point compared to 15% of white students.
4. Dropout Rates: The Schott Foundation for Public Education reports in 2009-2010, nationally, only 52% of black males graduated from high school with a regular diploma within four years. Black males had the lowest graduation rates in 38 of 50 states among Black, Latino, and White, non-Latino male and female students. The four-year graduation rate for White, non-Latino males during the same period was 78%.
5. Special Education: African American males are routed, disproportionately, to special education tracks. In Virginia, schools classify African-American male students as intellectually disabled nearly three times more often than their white male counterparts do according to The Metropolitan Preparatory Academy Charter School Application, pp. 27.
6. "Face the Facts"
In his book entitled Face the Facts; Dr. Bill Cosby listed the following facts about the state of African-American males:
 - (a) Homicide is the number one cause of death of African American males ages 15-29.
 - (b) Ninety-four percent of all black people murdered, are murdered by other black people.
 - (c) The suicide rate of black males has risen over 100% in the past several decades.
 - (d) Blacks make up 44% of the prison population, while only 12% of population.
 - (e) Seventy percent of black babies born; are born to single mothers.
 - (f) By 2000, 65% of black male high school dropouts in their 20's did not have regular employment.

- (g) At any given time, one-fourth of all black men are in the criminal justice system, and are either in prison, jail, probation, or parole.

VI. *Educational Program: Describe the public charter school's educational program. The following components must be addressed:*

1. A synopsis of the public charter school's educational program:

The Philadelphia Charter Academy will provide academic concentration for at-risk children in language arts (reading, writing, and speaking), mathematics, science, and social studies, and STEM, with emphasis on the Virginia Standards of Learning (SOLs). The curriculum will include ongoing instructions in creativity and fine arts, health, physical fitness, values, character, conflict resolution, self-esteem and time management. PCA is confident that we will realize improvement in scores and skills through concentrated approach and techniques that focus on literacy and clear and concise intervention for our students. The ability to make appropriate choices; improved social and conflict resolution skills; and a personal transition plan for the future in compliance with the Virginia Standards of Quality and The Virginia Standards of Learning.

Uniforms, high academic standards and behavior expectation for all children will characterize the Philadelphia Charter Academy. Seeking input from the community, the academy design will meet the needs of the community. There is going to be an established partnership between staff, parents, teachers and community leaders to monitor the student's progress throughout the school year.

Students can participate in recreation, field trips, and community service. The Philadelphia Charter Academy will address the needs of at-risk students who do not perform well in the conventional school environments.

PCA is going to provide a program for those who need additional remediation and those who need alternative teaching approaches. Students of PCA will experience a creative and innovative curriculum year round. Each student will have an Individual Learning Plan to facilitate his or her learning. PCA will limit class size and total school population. Our goal is to have a 12:1 student/teacher ratio.

Students completing the Philadelphia Charter Academy will exhibit a set of academic skills in core subject areas, in accordance with their Individual Learning Plans. In addition, students will exhibit experience in community service; a clear awareness of their responsibilities as citizens; the ability to make appropriate choices; improved social and conflict resolution skills; and a personal development plan for the future.

PCA's ultimate goal is to incorporate grades K-5 into the academy. However, the governing council believes that it would be more advantageous to students, parents and the community, if during the initial year; only students in grades K-1 attend the academy. Once the academy has succeeded in implementing its program for K-1, then the other grades also will be integrated into the academy over the life of the initial charter. As these other grades are integrated into the academy, PCA will ensure that all of the educational programs and curriculums will focus on the core subjects required by the Virginia SOLs.

The Virginia Standards of Quality and the Virginia Standards of Learning goals and objectives will be to meet or exceeded by the Academy's curriculum. PCA believes that at-risk children learn in a structured environment, therefore, classes are structured to ensure discipline, the maximum use of instructional time, and to increase the student's attention span. PCA's educational program will be successful because it will include a full- year calendar, an extended school day schedule, a smaller learning environment, an after-school component, summer camp component and increased business and community involvement.

2. **A description of the pupil performance standards and curriculum, which must meet or exceed any applicable Virginia SOQ, Sections 22.1-253.13:1 through 22.1-253.13:9, Code of Virginia.**

As a Campbell County public charter school, PCA will implement a curriculum that meets and exceeds the expectations in the Virginia Standards of Quality. The primary focus at PCA will be teaching and assessing those skills students need to thrive as 21st century learners, workers, and citizens. All PCA students will be:

- Academically proficient
- Effective communicators and collaborators;
- Globally aware, independent, responsible learners and citizens
- Critical and creative thinkers, innovators and problem solvers

The Philadelphia Charter Academy will provide academic concentration for at-risk children in language arts (reading, writing, and speaking), mathematics, science, and social studies, and STEM, with emphasis on the Virginia Standards of Learning (SOLs). In addition, the curriculum will include ongoing instructions in creativity and fine arts, health, physical fitness, values, character, conflict resolution, self-esteem and time management.

PCA is confident that we will realize improvement in scores and skills through concentrated approach and techniques that focus on literacy and clear and concise intervention for our students. The ability to make appropriate choices; improved social and conflict resolution skills; and a personal transition plan for the future in compliance with the Virginia Standards of Quality and The Virginia Standards of Learning.

Uniforms, high academic standards and behavior expectation for all children will characterize the Philadelphia Charter Academy.

Seeking input from the community, the academy design will meet the needs of the community. A partnership will thrive between staff, parents, teachers and community leaders to monitor the student's progress throughout the school year.

Students will participate in recreation, field trips, and community service. The Philadelphia Charter Academy will address the needs of at-risk students who do not perform well in the conventional school environments.

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PCA will provide a program for those who need additional remediation and those who need alternative teaching approaches. Students of PCA will experience a creative and innovative curriculum year round. Each student will have an Individual Learning Plan to facilitate his or her learning.

Students completing the Philadelphia Charter Academy will exhibit a set of academic skills in core subject areas, in accordance with their Individual Learning Plans. Students will exhibit experience in community service; a clear awareness of their responsibilities as citizens; the ability to make appropriate choices; improved social and conflict resolution skills; and a personal development plan for the future.

PCA's eventual goal is to incorporate grades K-5 into the academy. However, the governing council believes that it would be more advantageous to students, parents and the community, if during the initial year; only students in grades K-1 attend the academy. Once the academy has succeeded in implementing its program for K-1, we will incorporate 2-5 grades into the academy over the life of the initial charter ensuring that all of the educational programs and curriculums will focus on the core subjects required by Virginia's SOL's. Moreover, meeting or exceeding the requirements for The Virginia Standards of Quality and the Virginia Standards of Learning goals and objectives.

PCA believes that at-risk children learn in a structured environment. Structured classes will ensure discipline, the maximum use of instructional time and increase the student's attention span.

PCA's educational program will be successful because it will include a full- year calendar, an extended school day schedule, a smaller learning environment, an after-school component, summer camp component and increased business and community involvement.

Educational Program

PCA will establish the following educational program:

PCA will implement "The Reading First" program, designed for K-3 students, advocated in President Bush's "No Child Left Behind" initiative. The fourth grade student will be able to communicate effectively, read classic and contemporary literature from a variety of authors. Reading, writing, and reporting skills, support an increased emphasis on content area learning and on utilizing the resources of the media center. To especially locate and read primary sources of information (speeches and other historical documents) related to the study of Virginia. Students will plan, write, revise, and edit narratives, writings and explanations to describe, entertain and explain. The student will routinely use information resources and word references while writing. Students will continue to increase communication skills used in learning activities and will use a variety of resources to prepare presentations.

Students will continue to develop an appreciation for literature and build a storehouse of literacy experiences and images through careful reading selections from fiction, nonfiction, and poetry. In addition, various documents and speeches that is important in the study of American history to 1877.

The student also will read texts in all subjects and will derive information to answer questions, generate hypotheses, make inferences, support opinions, confirm predictions and formulate conclusions.

3. A description of how the Virginia SOL and the corresponding SOL Curriculum Framework will be used as the foundation for curricula to be implemented for each grade or course in the public charter school. Include within the description how the goals and objectives of the curricula will meet or exceed the Virginia Standards of Learning (SOL), address student performance standards, relate to state and federal assessment standards, and include measurable student outcomes (See <http://www.doe.virginia.gov/testing/index.shtml> on the Department's Web site for more information about the SOL).

Reading:

-Marva Collins, founder of the West side Preparatory, a celebrated inner-city school believes that phonics is the most effective methods of teaching reading. PCA would like to model her success.

-PCA will implement "The Reading First" program, designed for K-3 students, advocated in President Bush's "No Child Left Behind" initiative. The fourth grade student will be able to communicate effectively, read classic and contemporary literature from a variety of authors.

Reading, writing, and reporting skills, support an increased emphasis on content area learning and on utilizing the resources of the media center. To especially locate and read primary sources of information (speeches and other historical documents) related to the study of Virginia.

Students will plan, write, revise, and edit narratives, writings and explanations to describe, entertain and explain. The student will routinely use information resources and word references while writing. Students will continue to increase communication skills used in learning activities and will use a variety of resources to prepare presentations.

Students will continue to develop an appreciation for literature and build a storehouse of literacy experiences and images through careful reading selections from fiction, nonfiction, and poetry.

Students will be introduced to documents and speeches that are important in the study of American history to 1877. The student also will read texts in all subjects and will derive information to answer questions, generate hypotheses, make inferences, support opinions, confirm predictions and formulate conclusions.

PCA has established the following objectives:

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Oral Language:

- The student will demonstrate growth in the use of oral language.
- The student will use listening and speaking vocabularies.
- The student will build oral communication skills.
- The student will hear, say, and manipulate phoneme.
- The student will adapt or change oral language to fit the situation.
- The student will orally identify and manipulate phonemes in syllables and multi-syllable words.
- The student will demonstrate knowledge of oral language structure.
- The student will use oral language skills.

Writing:

- The student will print his or her name.
- The student will draw pictures and or use letters and phonetically spelled words to write about experiences, stories, people, objects and events.
- The student will explore the uses of available technology for reading and writing.
- The student will write to communicate ideas.
- The student will print legibly.
- The student will write stories, letters, and simple explanations.
- The student will edit final copies for grammar, capitalization, punctuation and spelling.

Research:

- The student will begin asking how and why questions.
- The student will alphabetize words according to first letters.
- The student will locate information in reference material.

Math:

- PCA will implement the Saxon Math Program because this program has shown a tendency to help students learn more actively, study a greater variety of topics, follow lessons more easily, have a greater attention span, and retain more information.

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- PCA's kindergarten standards will be placed on counting, combining, sorting, and comparing sets of objects; recognizing and describing simple patterns; and recognizing shapes and sizes of figures and objects.
- Grade one standards will introduce the idea of fractions, continue the development of sorting and patterning skill, will teach the basic addition facts through the five tables and the corresponding subtraction facts; students also will draw and describe certain two-dimensional figures and use nonstandard units to measure length and weight.
- Grade Two standards will extend the study of numbers and spatial sense to include three-digit numbers and three-dimensional figures; students will continue to learn and use the basic addition facts through the nine tables and the corresponding subtraction facts; students will also begin to estimate and make measurements.
- At all grade levels, students will be introduced to the use of calculators and computers. Students will learn a variety of methods to solve problems involving the addition and subtraction of whole numbers. Students will also learn the multiplication and division facts through the nines table.

PCA has established the following objectives:

- The student will demonstrate knowledge of numbers and number sense.
- The student will demonstrate knowledge of computation and estimation.
- The student will demonstrate knowledge of measurement.

Science:

PCA believes scientific investigations, scientific research, demand for verification, respect for logic and rational thinking and an understanding and respect for nature's resources are a vital part to a child's development. PCA will establish scientific standards that will allow students the opportunity to participate in scientific inquiry. Students will be able to apply scientific concepts, skills, and processes necessary for everyday experiences.

Equally important, PCA will ensure that safety be given the highest priority in implementing its program of instruction. Teachers will be familiar with the properties, use, and proper disposal of all chemicals that may be judged as hazardous prior to their use in an instructional activity.

PCA will establish the proper safety procedures and guidelines for observing wildlife, field activities in, near, or over bodies of water, handling of glass tubing, sharp objects, glassware and lab ware, use of extreme temperatures and cryogenic materials, and hazards associated with direct sunlight (sunburn and eye damage). **SAFETY WILL BE THE FIRST PRIORITY!**

PCA will ensure that all emerging and current technologies will be included in all areas of

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scientific instruction. The kindergarten standards stress the use of basic science skills to explore common materials, objects, and living things.

Emphasis is placed on using the senses to gather information. Students are expected to develop skills in posing questions, measuring, sorting, classifying, and communicating information about the natural world. The significance of natural resources and conservation will be introduced in **kindergarten**. Technology will be introduced and applied throughout all grade levels. The first-grade student will continue to learn basic science skills in understanding familiar objects and events.

Students will be introduced to the concept of classifying plants and animals based on simple characteristics. Students will be expected to know the basic relationship between the sun and earth and between seasonal changes and plants and animal activities. Students also will begin to develop an understanding of moving objects, simple solutions, and important natural resources.

Students will continue to focus on using a broad range of science skills in understanding the natural world. Making detailed observations, drawing conclusions, and recognizing unusual or unexpected data are skills needed to be able to use and validate information.

Measurement in both English and metric and units will be introduced. The idea of living systems is introduced through habitats and the interdependence of living and nonliving things. The concept of change is explored in states of matter, life cycles, weather patterns, and seasonal effects on plants and animals.

The third-grade students' learning will place increased emphasis on conducting investigations. Students will be able to develop questions, formulate hypotheses, make predictions, gather data, and use the metric system with greater precision. Students will learn simple machines, energy, and a basic understanding of matter. Students also will learn behavioral and physical adaptations in relation to the life needs of animals. Students will begin their introduction to ecology and life processes.

PCA has established the following objectives:

- The student will demonstrate knowledge of scientific investigation, reasoning and logic.
- The student will demonstrate knowledge of force, motion, and energy.
- The student will demonstrate knowledge of matter.
- The student will demonstrate knowledge of the life processes.
- The student will demonstrate knowledge of interrelationships in Earth/Space Systems.
- The student will demonstrate knowledge of earth patterns, cycles, and change.
- The student will demonstrate knowledge of earth's natural resources.

Social Studies:

History is defined as a written or oral record of man's past as it relates to his present and future.

PCA will ensure that all students depart with a sound awareness of their history. According to the Virginia SOLs, students in the first year of school should learn basic concepts involving historical time sequences, geographic direction, and economic choices.

Students will use maps to locate important places, learn about interesting people. Students will be exposed to initial citizenship education; learn about national symbols; receive diversity training; learn how individuals acquire economic goods and services that they want and need; learn the basic concepts of self-control, justice, courage, heroism, leadership, honesty, truthfulness, kindness, self-discipline, and the value of rights and responsibility.

Grade two standards will include civic education and basic economic concepts.

PCA will incorporate the "Character Counts" curriculum in its social studies program. Students will learn and demonstrate evidence of good character (K-5).

Students will learn and develop an understanding of the elements of civilizations and their interrelationships by studying several early civilizations. Students will learn about the discovery, exploration, and colonization of America.

Students will be introduced to the concepts of latitude and longitude while studying the geography of Virginia and the U.S. The curriculum includes an opportunity to expand the students' knowledge of economics.

PCA has established the following objectives:

- The student will understand that history relates to events and people of other times and places.
- The student will be able to compare and contrast the relative location of people, places and things.
- The student will use simple maps, globes, and other three-dimensional models.
- The student will be able to identify symbols.
- The student will match simple descriptions of work that people do and the names of those jobs with examples from the local community and historical accounts.
- The student will be able to identify basic economic concepts.
- The student will demonstrate an understanding that being a good citizen involves important actions.
- The student will be able to identify traditionally patriotic symbols.
- The student will learn and participate in traditionally patriotic activities.

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- The student will compare everyday life in different places and times and recognize that people, places, and things changes over time.
- The student will understand through biographies and stories the deeds for which our nation honors leaders from the past, including a variety of political, scientific, social and military leaders.
- The student will learn the life of people and events associated with major holidays.
- The students will construct time lines to show sequence and change and will be able to identify possible cause and effect.
- The student will be able to locate key areas on a map and globe.
- The student will be able to identify direction, scales, and map symbols.
- The student will be able to describe how climate, location, and physical surroundings affect the way people live.
- The student will be able to use maps, pictures, and stories to compare the geography of the local community with that of other communities in Virginia, the U.S., and the world.
- The student will be able to describe the different resources used to produce goods and services.
- The student will know the differences between goods and services and will be able to explain why people are both buyers and sellers.
- The student will simulate the exchange of money for goods and services and will identify ways to save money.
- The student will learn the difference between direct and representative democracies.
- The student will be able to identify local, state and national legislative bodies.
- The student will be able to name the President of the U.S. and recognize national symbols.
- The student will demonstrate knowledge of the historical contributions of Egypt and China.
- The student will be able to compare rural, urban, and suburban communities and will be able to describe how the local community has changed physically and demographically over time.
- The student will be able to compare the tribes of Native Americans in Virginia with nomadic tribes in other regions in the U.S.
- The student will be able to identify states, major rivers, the nation's capital and other important areas on a map of the U.S.
- The student will be able to construct a map of North America that will include essential map elements.

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- The student will be able to explain the concepts of a Market Economy.
- The student will be able to explain the different ways in which money can be saved.
- The student will demonstrate knowledge of good citizenship, to include the privileges and responsibilities.
- The student will be able to explain the roles and responsibilities of the legislative, judiciary, and executive branches of government at the local, state, and national levels.

Computer/Technology:

PCA understands the importance of technology in the 21st century. Our students will be required to acquire technology skills that meet or exceed SOL standards and it will be implemented in all areas of academic instruction. Computer technology will be incorporated into the students learning. PCA will ensure that all students have access to a computer, and the necessary skills for academic success. Virtual and Blended learning will also be incorporated, along with Edegnuity (E2020) education.

Physical Education:

PCA will implement a physical education program to ensure that each student learn how to maintain a vibrant life-style through adulthood.

Emphasis will be in broad areas of body management and general movement skills, teaching fundamental skills and knowledge of games and sports.

Students will be introduced to those concepts that lead to healthy bodies and lifestyles, to include tobacco cessation, drug abuse, and self- esteem, the importance of making right choices, conflict resolution, anger management and the scarceness of the human body.

Art:

PCA will implement a program of instruction that will guild the student in gradual development of skills in the uses of elements, and the application of principles with art tools and materials.

Music:

PCA will establish an activity-based approach to develop musical skills and concepts. An emphasis on vocals, instruments, listening, reading, and composing music will be incorporated.

Remediation:

PCA believes that remediation is an integral part of any program of instruction.

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Teachers, parents and administrators will identify those students performing below standards as outlined in their Individual Learning Plans, Standardized Tests and or the SOLs.

Those students who do not meet standards in any subject area will be given additional instruction as needed. Parents will be encouraged to participate as tutors. Community mentors and peer tutors will be utilized.

The after-school program and the summer enrichment program will offer remediation opportunities for students performing below academy standards, referred by teacher or through parent request.

Teachers will establish alternative teaching strategies for those students needing remediation. Students who perform below standards on test and quizzes will be required to retake the test or quiz.

Additional instruction will be given to the student prior to the student's attempt to make up a test or quiz. Designated students will be required to attend study hall for remediation. Computerized instructional programs will be used in remediation.

Homework (limited amount) will be used as a remediation tool. Peer tutoring will be an integral part of PCA's program of study.

Finally, remediation instruction will be offered to parents of academy students to enable parents to take an active role in their child's education.

PCA will develop the following plans to identify and service students with disabilities, ELLs, and academically at-risk students.

Students with disabilities:

PCA will establish a committee composed of special education teachers to review the application of any student identified for special accommodation or modification.

If the student is already enrolled in school and has a current IEP, then PCA will review the IEP and make the decision, after meeting with the IEP committee from the student's previous school, to determine if the student's modifications and accommodations can be met by PCA.

Students without IEPs, our special education committee will test modifications and accommodations. If students are found to be eligible for services, the committee will recommend one of the following actions:

1. Student is accepted into PCA because an IEP may address the student's specific needs.
2. PCA is not equipped to serve the student's specific modifications and accommodations.

If PCA is unable to provide specific modifications and accommodations, PCA will request that the local school board provide services to special need students. The federal per student, special education funds and other funding for special needs students will offset any additional cost to the local school board, for their specialist to work with our students. Funds will be set aside for costs related to due process, eligibility and procedural support services.

Additionally, PCA will include students with disabilities in general education classes as often as possible with no support, or with special education support according to his/her IEP.

PCA will seek to hire certified special education teachers who also have certification in core content areas.

PCA will report as required by federal, state, and local guidelines to show progress towards meeting annual IEP goals. IEP's are reviewed at least once a year to address student needs and goals.

English Language Learners:

As previously stated, PCA will develop the following plan to identify the needs of English Language Learners:

1. Establish high expectations for all students' academic, intellectual and social growth.
2. Accelerate the pace with which ELL's engage with grade-level content.
3. Expand learning time opportunities with our year-round calendar (after-school and summer camp components).
4. Train all staff on effective instructional strategies to engage ELLs.
5. Use formal and informal strategies to promote family engagement and community collaboration.
6. Hire highly qualified English for Speakers of Other Language Teachers (ESOL).
7. Establish high expectations for all students' academic, intellectual and social growth.
8. Accelerate the pace with which ELL's engage with grade-level content.
9. Expand learning time opportunities with our year-round calendar (after-school and summer camp components).
10. Train all staff on effective instructional strategies to engage ELLs.
11. Use formal and informal strategies to promote family engagement and community collaborations.

These recommended goals were included in a report released by the Center for American Progress and the National Council of LA Raza. M. Lorain and F. Ortiz-Licon wrote the report. The title of the report: *Next Generation Charter Schools: Meeting the Needs of Latino and English Language Learners (ELLs)*, released September 2010.

While researching the need for the development of a charter school, we studied the application submitted by The Fairfax Leadership Academy. PCA agrees with the assessments of data reviewed by The Fairfax Leadership Academy.

For instance, on pp. 37-40 of their application, they concluded that school calendar, an extended school day, school size and community involvement are vital to successful academy achievement. We concur with their conclusions.

4. A description of any internal and external assessments to be used to measure pupil progress towards achievement of the school's pupil performance standards, in addition to the SOL assessments prescribed by Section 22.1-253.13:3, in the *Code of Virginia*.

The Academy will use the following assessment tools and time lines to measure student progress:

<u>Assessment Tool</u>	<u>Timeline</u>
SOL Testing	Spring
Stanford 10	Fall
Portfolio	Year-round, across all settings
Informal teacher testing	Year-round, across all settings
(Quizzes, unit test)	Year-round, across all settings
Art	Year round, across all settings
Benchmark Testing	1 st and 2 ND semesters

The Academy will assess the student's character development by evaluating the student's behavior in class, and in the after-school and summer enrichment components. In addition, the academy will assess the student's interaction with other students, parents, academy employees and the community. The choices made by students including, conflict resolution skills, and respect for self and others will be assessed throughout the year.

The academy will expect students to mature, physically, emotionally and psychologically. The Academy will assess the student's character development by evaluating the student's behavior in class, and in the after-school and summer enrichment components.

5. A description of the public charter school assessment plan, to obtain student performance data, which includes how the data will be used to monitor and improve achievement and the program's effectiveness, will be measured over a specified period. Also, provide benchmark data on how student achievement will be measured and how these data will be established and documented in the first year of operation and how the data will be measured over each year of the term of the charter as approved by the local school board. The benchmark data should address targets for student improvement to be met in each year.

Each spring, all of the Academy's students will take a battery of tests as required by the state testing policy. The benchmarks will meet or exceed the standards written in the Virginia Department of Education's Core Curriculum.

Oral examinations, written examinations, writing samples, audio recordings, artistic renderings, or any combination of these examples may also be used to demonstrate attainment.

Annual evaluation reports of tests required by the state will be submitted to the state. An initial baseline evaluation based on the test methods currently in use by the state will also be submitted. A comparative analysis of goals established and goals achieved will be presented in the evaluation as well.

6. The timeline for achievement of pupil performance standards, in accordance with the Virginia SOL.

Remediation is an integral part of any program of instruction. Teachers, parents and administrators will identify those students performing below standards as outlined in their Individual Learning Plans, Standardized Tests and/or the SOLs. Those students who do not meet standards in any subject area will be given additional instruction as needed. Parents will be encouraged to participate as tutors. Community mentors and peer tutors will be utilized.

The after-school program and the summer enrichment program will provide remediation opportunities for students performing below academy standards, referred by teacher or by a concerned parent request. Teachers will establish alternative teaching strategies for those students needing remediation. Students who perform below standards on test and quizzes will be required to retake the test or quiz. The student will receive tutoring prior to retaking or making-up tests or quizzes. Designated students will be required to attend study hall for remediation. Computerized instructional programs will be used in remediation. Homework (limited amount) will be used as a remediation tool.

Finally, remediation instruction will be offered to parents of academy students to enable parents to take an active role in their child's education. As a part of the ongoing instructional process, teachers will identify any student who begins to fall below accepted levels of achievement. If a student is identified as beginning to fail, then the following process will be initiated to remedy the problem. The classroom teacher will assess the problem and begin a remedial program that will include, but not be limited to, additional instructional time with the teacher or an aide, labs, and at-home or after-school work. The parents will be notified of a parent teacher conference. If achievement does not improve, then the teacher will seek further assessment of the problem in step two. If the classroom teacher has attempted to remedy the achievement of the student with little or no success, then the student will be referred to the designated person that will assess whether the student qualifies for special education.

If the student qualifies, we will comply with all State and Federal laws to create and implement an (IEP). It will be impossible for Philadelphia Charter Academy to employ a specialist for every kind of special need. Based on needs we will contract with the local school district, or other qualified individuals to meet these needs.

- 7. An explanation of the corrective actions to be taken in the event that pupil performance at the public charter school falls below the standards outlined in the Virginia Board of Education's Regulations Establishing Standards for Accrediting Public Schools in Virginia, (8 VAC 20-131-310).**

Remediation is an integral part of any program of instruction. Teachers, parents and administrators will identify those students performing below standards as outlined in their Individual Learning Plans, Standardized Tests and/or the SOLs.

Those students who do not meet standards in any subject area will be given additional instruction as needed. Parents will be encouraged to participate as tutors. Community mentors and peer tutors will also be available.

The after-school program and the summer enrichment program will afford remediation opportunities for students performing below academy standards, referred by teacher or by a concerned parent request. Teachers will establish alternative teaching strategies for those students needing remediation. Students who perform below standards on test and quizzes will be required to retake the test or quiz.

Additional instruction will be given to the student prior to the student's attempt to make up tests or quizzes. Designated students will be required to attend study hall for remediation. Computerized instructional programs will be used in remediation. Homework (limited amount) will be used as a remediation tool. Finally, remediation instruction will be offered to parents of academy students to enable parents to take an active role in their child's education.

As a part of the ongoing instructional process, teachers will identify any student who begins to fall below accepted levels of achievement. If a student is identified as beginning to fail, then the following process will be initiated to remedy the problem. The classroom teacher will assess the problem and begin a remedial program that will include, but not be limited to, additional instructional time with the teacher or an aide, labs, and at-home or after-school work. The parents are then notified, and consulted. If achievement does not improve, then the teacher will seek further assessment of the problem in step two. If the classroom teacher has attempted to remedy the achievement of the student with little or no success, then the student will be referred to the designated person that will assess whether the student qualifies for special education. If the student qualifies, we will comply with all State and Federal laws to create and implement an (IEP). It will be impossible for Philadelphia Charter Academy to employ a specialist for every kind of special need. Based on needs we will contract with the local school district, or other qualified individuals to meet these needs.

- 8. Information regarding the minimum and maximum enrollment per grade for each year during the term of the charter contract, as well as class size and structure for each grade served by the public charter school.**

Philadelphia Charter Academy is, by law, an open-enrollment school. Any student who is a resident of the Campbell County School District and who is entering grades K-1, the first year of charter, may apply at the appropriate time for admission. PCA will not discriminate based on race, religion, national origin, or gender in the selection of students.

-Enrollment- PCA's initial enrollment will consist of a minimum 25 students and a maximum 50

students in grade K-1. Fifty additional students will be added each year until PCA reaches its maximum enrollment of 250 students in grades, K-5. Although PCA will accept any county student, the targeted population will include at-risk students who will be affected by the "achievement gap" with special emphasis on Gap 2 males. The goal is to limit the student to teacher ratio to no more than 12:1. Class sizes will not exceed Standards of Quality recommendations. If more students apply than the number of spaces available, the Governing Council (GC) will conduct a lottery until all spaces full. If the lottery is necessary, it will be conducted by an independent agency within Campbell County.

The parent/student agrees:

- 1.) To perform at competency levels that meets or exceeds school district's standards
- 2.) To give 100 % effort toward studies and behavior during production time
- 3.) To help fellow students be successful at PCA
- 4.) To observe all PCA policies

9. **Information regarding the proposed calendar and a sample daily schedule, including any plans to open prior to Labor Day and how and when a waiver to open early will be submitted by the local school board to the Virginia Board of Education, under § 22.1-79.1, of the *Code of Virginia*.**

HIS IS A TENTATIVE SCHEDULE AND IS SUBJECT TO REVISION AS NEEDED			
SAMPLE DAILY SCHEDULE			
8:00	School Starts		
	Kindergarten	Grades 1 & 2	
8:15-8:55	Group Time—Language , Math Science, Social Studies	8:10-9:25	Language Arts
8:55-9:55	Work Time in Learning Centers Small group, one on one with teacher, activities in various work centers-reading, writing, music,	9:25-9:40	Recess
9:55-10:25	Snack time	9:40-10:30	Math
10:25 -10:55	Outdoor Activity Time	10:30-10:45	Character Education
10:55-11:40	Shared Reading Experience	10:45-11:45	Social Studies
11:40-12:00	Lunch	11:45-12:20	Recess and Lunch
12:00-12:20	Quiet Time	12:20-1:45	PE
12:20-1:10	Special Activities (Art, PE, Music	1:45-2:45	Science
1:10-1:30	Journal Writing	2:45-3:20	Music
1:30-2:10	Group Time—Language , Math Science, Social Studies		
2:10-3:05	Work Time in Learning Centers Small group, one on one with teacher, activities in various work centers-reading, writing, music,		
3:05-3:20	Reflections		
3:35	Dismissal	3:35	Dismissal
4:05-6:00	After School Program		

When the application is approved by the Campbell County school board, all requests for waivers from the Virginia Board of Education will be made by the local school board no later than six months prior to the opening date of the school.

THE TENTATIVE SCHOOL SCHEDULE FOR 2016-2017 IS AS FOLLOWS:	
	2016
JULY 27-28	TEACHER TRAINING/PROFESSIONAL DEVELOPMENT
AUG 3	STUDENTS REPORT
SEPT 4	MIDTERM REPORTS
SEPT 7	LABOR DAY BREAK
OCT 12	1 ST GRADING PERIOD ENDS (50 INSTRUCTIONAL DAYS)
OCT 13	TEACHER WORK DAY/ PARENT CONFERENCES
OCT 13-16	FALL BREAK

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OCT 19	2 ND GRADING PERIOD BEGINS
NOV 3	NO SCHOOL/ELECTION DAY
NOV 25-27	THANKSGIVING HOLIDAY
NOV 30	MIDTERM REPORTS
DEC 21-JAN 2	CHRISTMAS BREAK
	2017
JAN 4	SCHOOL RESUMES
JAN 18	MLK HOLIDAY
JAN 19	2 ND GRADING PERIOD ENDS (50 INSTRUCTIONAL DAYS)
JAN 20	3 RD GRADING PERIOD BEGINS
JAN 22	TEACHER WORKDAY/ PARENT CONFERENCES
FEB 24	MID-TERM REPORT
FEB 25-26	MID-TERM BREAK (snow make-up days if needed)
FEB 26	TEACHER WORKDAY/ PARENT CONFERENCES
MAR 28-APR 1	SPRING BREAK
APR 8	3 RD GRADING PERIOD ENDS
APR 11	4 TH GRADING PERIOD BEGINS
APR 15	TEACHER WORKDAY/ PARENT CONFERENCE/
MAY 13	MIDTERM REPORTS
MAY 16	TEACHER WORKDAY/ PARENT CONFERENCE
MAY 30	NO SCHOOL/ MEMORIAL DAY
JUNE 6	4 TH GRADING period ends / last day of school/ (40 instructional days)
JUNE 7-8	TEACHER WORKDAY/ FINAL REPORT CARD
JUN 27-JUL 29	CAMP PHILADELPHIA SUMMER ENRICHMENT PROGRAM
TOTAL	INSTRUCTIONAL DAYS 190/ TEACHER WORKDAYS 20

- 10. A description of plans for identifying and successfully serving: a) students with disabilities; b) English Language Learners (ELLs); c) academically at-risk students; and d) gifted and talented students. Such plans must include the extent of the involvement of the local school board in providing such services and must comply with state and federal laws and regulations.**

All eligible students with disabilities will receive, free appropriate public education, in accordance with the regulations set forth in Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Act. By contracting with a qualified special education services provider until the number of disabled students justifies the hiring of a full time special education teacher and the appropriate support staff. It is anticipated that resources such as psychological evaluations, speech, and occupational therapy will remain contracted services. PCA will develop the following plans to identify and service students with disabilities, ELLs, and academically at-risk students:

a) Students with disabilities:

PCA will establish a committee composed of special education teachers to review the application of any student identified for special accommodation or modification. If the student is already enrolled in school and has a current IEP, then PCA will review the IEP; meet with the IEP committee from the student's previous school, to determine if the student's modifications and accommodations can be met by PCA.

Students without IEPs, our special education committee will test modifications and accommodations. If a student is eligible for services, the committee will recommend one of the following actions:

1. Student is accepted into PCA because an IEP may address the student's specific needs.
2. PCA is not equipped to serve the student's specific modifications and accommodations.

If PCA is unable to provide specific modifications and accommodations, PCA will request that the local school board provide services to special need students. The federal per student, special education funds and other funding for special needs students will offset any additional cost to the local school board, for their specialist to work with our students. Funds will be set aside for costs related to due process, eligibility and procedural support services.

Additionally, PCA will include students with disabilities in general education classes as often as possible with no support, or with special support according to his/her IEP. PCA will seek to hire certified special education teachers who also have certification in core content areas. PCA will report as required by federal, state, and local guidelines to show progress towards meeting annual IEP goals. IEP's will be reviewed at least once a year to address student needs and goals.

b) English Language Learners:

As previously stated, PCA will develop the following plan to identify the needs of English Language Learners:

1. Establish high expectations for all students' academic, intellectual and social growth.
2. Accelerate the pace with which ELL's engage with grade-level content.
3. Expand learning time opportunities with our year-round calendar (after-school and summer camp components).
4. Train all staff on effective instructional strategies to engage ELLs.
5. Use formal and informal strategies to promote family engagement and community collaboration.

6. Hire highly qualified English for Speakers of Other Language Teachers (ESOL).
7. Establish high expectations for all students' academic, intellectual and social growth.
8. Accelerate the pace with which ELL's engage with grade-level content.
9. Expand learning time opportunities with our year-round calendar (after-school and summer camp components).
10. Train all staff on effective instructional strategies to engage ELLs.
11. Use formal and informal strategies to promote family engagement and community collaborations.

These recommended goals were included in a report released by the Center for American Progress and the National Council of LA Raza. M. Lorain and F. Ortiz-Licon wrote the report. The title of the report: *Next Generation Charter Schools: Meeting the Needs of Latino and English Language Learners (ELLs)*, released September 2010.

While researching the need for the development of a charter school, we studied the application submitted by The Fairfax Leadership Academy. PCA agrees with the assessments of data reviewed by The Fairfax Leadership Academy. For instance, on pp. 37-40 of their application, they concluded that school calendar, an extended school day, school size and community involvement are vital to successful academy achievement.

We concur with their conclusions.

c.) Academically at-risk students:

PCA's year-round calendar, after-school and summer camp components, increased parental and community involvement and strong relationships between teacher and student will help our at-risk student's performance.

PCA will use the "Blended Learning" model where students will take some classes online, but will be supported by a classroom teacher. PCA will provide the technological support necessary for this "model". The "Blended Learning" model will make available opportunities for at-risk students to develop those technological skills required in the 21st Century.

PCA's goal is to have wireless online connectivity, laptops, and other technology support services at school to help those at-risk students affected by the "digital divide."

Currently, PCA will not be submitting nor has any plans to submit a request for Alternative Accreditation to the Virginia Board of Education.

d.) Gifted and Academically Talented Students:

PCA expects that a number of gifted youth will apply for enrollment and will have an equal opportunity to attend the charter programs as the rest of the school division. PCA will follow the VDOE guidelines for identifying and serving students identified gifted.

VDOE Gifted Identification Process

A teacher, a parent/guardian, a peer, the student support team, the student, or any person who has knowledge of the student's abilities may initiate a referral for gifted services. Referral forms are available in all schools from the gifted resource teacher and the guidance department and may be submitted at any time during the academic year at the individual school. A Parent Information Referral Form is also available. Referrals are reviewed periodically throughout the year.

- 11. A description of the learning environment (such as classroom-based or independent study), class size and structure, curriculum overview, teaching methods, and scientifically research-based instructional strategies to be used at the public charter school to ensure student achievement.**

In section II and in this section, the classroom-based instructions were described, a curriculum framework was provided, the instructional methods were detailed, and the class size and structure were disclosed.

- 12. A description of co-curricular or extracurricular programs to be offered and how they will be funded and delivered.**

PCA will apply to become a 21st Century Community Learning Center that will provide students with academic enrichment opportunities along with activities designed to complement the students' regular academic program.

The learning center will offer families of our students, literacy and related educational development. The center will provide a range of high-quality services to support student learning and development. To include tutoring, mentoring, homework help, academic enrichment and community services opportunities, as well as music, art, sports and cultural activities. This is the first charter program in Gladys, VA and the school division has not explored collaborative co-curricular and extracurricular programs for charter school students. The School Board of Campbell County will work with the Governing Board of Philadelphia Charter Academy to develop and approve policies and procedures regarding out of school programming for students participating in the new charter school.

If applicable, the following components should be addressed by the proposed public charter school:

- 13. If the public charter school plans to utilize virtual learning in its Educational Program, identify the virtual learning source, and describe how virtual learning will be used and estimate how many students may participate.**

Computer/Technology:

PCA understands the importance of technology in the 21st century. Our students will be required to acquire technology skills that meet or exceed SOL standards. Technology will be implemented in all areas of academic instruction. Computer technology will be incorporated in all students learning. PCA will ensure that all students have access to a computer and are taught the necessary skills for academic success. Virtual and Blended learning will be incorporated, using Edgenuity 2020 online education program. Edgenuity course features direct-instruction lessons led by expert, on-screen teachers. Media-rich content keeps students engaged, and interactive instructional tools help them build knowledge and skills with the right level of scaffolding and support.

14. A general description of any alternative accreditation plans, in accordance with the Virginia Board of Education's Regulations Establishing Standards for accrediting Public Schools in Virginia (8 VAC 20-131-280), that the public charter school would request the local school board to submit to the Virginia Board of Education for approval.

Not applicable

15. A general description of any alternative accreditation plan for serving students with disabilities, in accordance with the Virginia Board of Education's Regulations Governing Special Education Programs For Children With Disabilities in Virginia (8 VAC 20-80-40) that the public charter school would request the local school board to submit to the Virginia Board of Education for approval.

Not applicable

Logistical Components VII-X

- VII. ***Enrollment Process:*** Describe the enrollment process that is consistent with all federal and state laws and regulations and constitutional provisions prohibiting discrimination that are applicable to public schools and with any court-ordered desegregation plan in effect for the school division or, in the case of a regional public charter school, in effect for any of the relevant school divisions. (Section 22.1-212.6, Code of Virginia) The following components must be addressed:

1. Give a description of the lottery process to be used to determine the public charter school enrollment.

Philadelphia Charter Academy is, by law, an open-enrollment school. Any student who is a resident of the Campbell County School District and who is entering grades K-1, the first year of charter, may apply at the appropriate time for admission. PCA will not discriminate based on race, religion, national origin, or gender in the selection of students. If more students apply than

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the number of spaces available, the Governing Council (GC) will conduct a lottery until all spaces are filled.

2. **A lottery process shall also be developed for the establishment of a waiting list for such students for whom space is unavailable.**

Philadelphia Charter Academy is, by law, an open-enrollment school. Any student who is a resident of the Campbell County School District and who is entering grades K-1, the first year of charter, may apply at the appropriate time for admission. PCA will not discriminate based on race, religion, national origin, or gender in the selection of students. If more students apply than the number of spaces available, the Governing

Council (GC) will conduct a lottery until all spaces are filled.

3. **A description of a tailored admission policy that meets the specific mission or focus of the public charter school, if applicable.**

Not Applicable

4. **A timeline for when the lottery process will begin for the first academic year of enrollment and when parents will be notified of the outcome of the lottery process.**

Mid-December

PCA will host information nights at several sites throughout the District for parents and prospective students. They will leave with a brochure and preliminary application form (requesting admission interview).

January

Small group admission interviews:

Parents and prospective students will meet with board member (s) and/or staff to discuss the program in more detail, ask questions, and leave with application packets, which will include:

- Registration form (Name, address, date of birth, etc.).
- Short answer questions to be answered by parent/prospective students, (if applicable).
- These questions are both to inform us about the parent/student and to inform them about us.
- Checklist for parents of ways they can help the school (e.g., carpentry, building maintenance, teaching mini-units, etc.).
- Contract for parent (s) saying that they understand the school's philosophy, methods and rules and agree to abide by them.

•Parents sign an additional section pledging to attend school meetings, parent/teacher/student conferences and have a goal to give at least 20 hours of work to the school over the course of the year.

March

If more students have applied than the number of spaces available, the Board will conduct a lottery until all spaces are filled. If fewer students have applied than the number of spaces, the Board will do a second, intensified recruitment.

The Governance Council (GC) will notify parents whether their pupil's application for admission has been accepted or denied. The parent (s) must accept or deny the offer in writing no later than 30 days after notification of acceptance.

June

The GC will provide a pre enrollment report to the Superintendent of the Campbell County School District.

5. **A description of any enrollment-related policies and procedures that address special situations, such as the enrollment of siblings and children of faculty and founders and the enrollment of nonresident students, if applicable.**

If siblings apply and meet the criteria, those siblings will be given immediate consideration so the family can all attend the same school, if desired. PCA will place the remaining students on an admissions waiting list, ranked in lottery order. For example, if toward the end of the lottery, a 1st grade girl's name is drawn and that student has a K grade brother who has also applied, we would accept the brother even if the K grade "allotment" were filled. Because of the multi-age grouping of our school, we can easily deal with slightly skewed grade distribution.

Should a PCA student leave the school, the GC will contact the first person on the waiting list. If that student is no longer interested in enrolling, the GC will continue to contact students/parents in the order listed until a student is found to fill the position. If openings occur, new students will be accepted into the school according to their rank on the waiting list, regardless of grade level.

The Admissions procedures are not used to, screen students or select students or to refuse admission. PCA will admit by lottery. Our admissions procedures are designed to help parents and prospective students decide whether the school's multi-age, interdisciplinary approach is best for them. The admissions procedure is also intended to involve a fair amount of time and commitment from the students and parents or adult sponsors.

To set a standard,-the Philadelphia Charter Academy will ask the parents or guardians to offer their time and commitment throughout the school year to discourage people who might be interested in the school simply for geographic convenience or other non-academic reasons.

Students of parents who are employees of PCA will be given special consideration when applying for admission as long as they meet the basic requirements for admission.

Students who transfer to PCA shall be placed in the grade to which he or she has been promoted.

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PCA will request the student's cumulative academic and health records from the previous school. Academic and records of students transferring from PCA will be forwarded to the new school upon written request from the accepting school.

Students who seek enrollment after the school year will be considered for enrollment if space is available and no other students are on the waiting list.

- 6. An explanation of how the applicant will ensure that, consistent with the public charter school's mission and purpose, community outreach has been undertaken so that special populations are aware of the formation of the public charter school and that enrollment is open to all students residing in the school division where the public charter school is located or in school divisions participating in a regional charter school.**

Notice of an open house will be given at each elementary school in the Campbell County Division. Announcements will go out notifying parents of open houses in the local newspaper. Advertisements will be posted on Piedmont Community Impact Organization web page: www.piedmontcva.org, and other social media including Piedmont Center Facebook. Outreach will include the distribution and discussion of the definition of a charter school and how charter schools differ from traditional public schools. Parents and students will be required to attend a one-hour session covering the requirements and rigor expected for students prior to turning in an application. Sessions will be planned throughout the division and at times convenient for parents to ensure special populations understand and are aware of the opportunity for students to apply to attend PCA. Outreach will focus primarily on students in the Campbell County area who are members of documented subgroups with achievement gaps.

- 7. A description of how the transfer of student records and other program information to and from the public charter school will be accomplished.**

Students who transfer to PCA will be enrolled based on their last grade promotion. Administrative staff will request official transcripts, academic record, and health records from the previous school attended if any.

- 8. A description of how students seeking enrollment after the school year begins will be accommodated.**

Students who seek enrollment after the school year will be considered for enrollment if space is available and no other students are on the waiting list. Otherwise, students seeking enrollment after the school year begins will be eligible to enter the lottery process for the next academic year.

- VIII. *Displacement:* Describe the plan for the displacement of pupils, teachers, and other employees who will not attend or be employed in the public charter school, in instances of the conversion of an existing public school to a public charter school, and for the placement of public charter school pupils, teachers, and employees upon**

the decision to revoke or fail to renew the charter. (Section 22.1-212.10, and Section 22.1-212.12 Code of Virginia) The following components must be addressed:

- 1. Identification of a member of the school's leadership who will serve as a single point of contact for all activities that may need to take place in order for the school to close, including but not limited to the transfer of students to another school, the management of student records, and the settlement of financial obligations.**

PCA Governing Board Director will serve as a single point of contact for all activities that may need to take place in order for the school to close, including but not limited to the transfer of students to another school, the management of student records, and the settlement of financial obligations.

- 2. A notification process to parents/guardians of students attending the school and teachers and administrators of the closure date.**

The PCA Governing School Board, in coordination with PCA staff, will notify parents in writing at least 90 days prior to the termination of the charter school contract.

- 3. A notification process to parents/guardians of students attending the public charter school of alternative public school placements within a set time from the date that the closure is announced.**

The letter sent to parents 90 days prior to the charter termination will include enrollment options for parents. Students will be granted placement in their neighborhood Campbell County Public School (CCPS) at any time upon request, however PCA students will also receive directions and a timeline for applying to other academy programs if facility and space is available at school division academies.

- 4. Provisions for ensuring that student records are provided to the parent/guardian or another school identified by the parent or guardian within a set time. If the student transfers to another school division, provisions for the transfer of the student's record to the school division to which the student transfers shall be made upon the request of that school division. (Section 22.1-289, Code of Virginia).**

As a Campbell County public charter school, PCA will transfer student records from our system to other school systems upon written request. The charter will use the same data system as the division and all CCPS transfer questions will follow division policies, which are aligned with Section 22.1-289, Code of Virginia.

- 5. Notification to the local school board of a list of all students in the school and the names of the schools to which these students will transfer.**

Should the PCA charter be terminated or surrendered, the Governing Board will work with the Director of the School to provide the CCPS School Board a list of all students attending the charter and the names of the schools that students will transfer to. The board will also provide this information to the Deputy Superintendent of the school division, who will forward the information where appropriate internally.

- 6. A placement plan for school employees that details the level of assistance to be provided within a set period from the date of closure. For teachers and administrators, the level of assistance should address finding employment within the school division where the public charter school is located or other public school divisions.**

In the unlikely event that the charter school ceases to exist, the plan for the education of each student after dissolution would be to reintegrate them into the existing public school system. All the student records would be transferred in a timely manner to the gaining school.

An employee of the Academy who no longer desires to participate in the program can request a transfer with the district or resign under district procedures. At that time, his/her return rights to the school district is based on seniority that corresponds to the date that person was hired and if that person meets district qualifications on the date that he/she began work at the charter school.

If the Academy Charter is revoked or non-renewed, employees will be subject to the terms and conditions outlined in the school district policies in relation to transfers and/or reduction in force. PCA will notify the local school board as soon as possible.

- 7. A closeout plan related to financial obligations and audits, the termination of contracts and leases, and the sale and disposition of assets within a set period from the date of closure. The plan shall include the disposition of the school's records and financial accounts upon closure.**

PCA's accountants will conduct an audit within 60 days of closure. All financial obligations, contracts, and leases, and sales and assets will take place within 60 days after the audit. Copies of all school and student records and financial accounts are available to the local school board legal department for review and retention in compliance with state records retention policies. Should the school facility sustain temporary damage and rendered unacceptable for use, the academy will utilize the following facility: Property owned by Piedmont Community Impact Org. in Gladys, VA.

IX. Transportation: Describe how the public charter school plans to meet the transportation needs of its pupils. The following components must be addressed:

- 1. A description of how the transportation of students will be provided: a) by the local school division; b) by the public charter school; c) by the parent(s); or d) through a combination of these options.**

Per Virginia State Law, pupils who reside in the school district shall be provided transportation to the PCA. Additional cost for such transportation services, if any, shall be borne by the PCA. Overall, transportation is yet to be determined (i.e., the per-transportation expenditure rate and route). Students from the local school district will be transported to and from the Charter School using PCA buses. Should a number of students be traveling from a localized area outside of the local school district, parents will be expected to be responsible for the financial obligation of this transportation.

PCA does not expect to enroll any students outside the district.

2. **If transportation services will be provided by the public charter school, explain whether the school will contract for transportation with the local education agency or with another entity or have its own means of transportation and indicate whether transportation will be provided to all students attending the school.**

As previously stated, Overall, transportation is yet to be determined (i.e., the per-transportation expenditure rate and route). Transportation services, if any, shall be borne by the PCA. Students from the local school district will be transported to, from the Charter School using PCA buses, and for local field trip opportunities. When not cost prohibitive, private buses will be used for field opportunities. Transportation will be a privilege, not a right. PCA students, who do not follow CCPS transportation policies, will be expected to provide personal transportation to continue enrollment.

3. **A description of transportation services for students with disabilities in compliance with Section 22.1-221 of the Code of Virginia and the Board's Regulations Governing Special Education Programs for Children with Disabilities in Virginia.**

As a public school with the CCPS system, PCA will comply with Section 22.1-221 of the Code of Virginia and the CCPS system policies and procedures regarding the transportation of students with disabilities. Code of Va., § 22.1-221. Transportation of children with disabilities attending public or private special education programs.

- A. Each disabled child enrolled in and attending a special education program provided by the school division pursuant to any of the provisions of § 22.1-216 or § 22.1-218 shall be entitled to transportation to and from such school or class at no cost if such transportation is necessary to enable such child to obtain the benefit of educational programs and opportunities.
- B. A school board may in lieu of providing transportation on an approved school bus, allot funds to pay the reasonable cost of special arrangement transportation. The Board of Education shall reimburse the school board sixty percent of such cost of funds, therefore are available.

- C. Costs for operating approved school buses while used exclusively for transporting children with disabilities shall be reimbursed according to the regulations promulgated by the Board of Education from such state funds as are appropriated for this purpose. (1994) Transportation will be provided at no cost and when appropriate, students with disabilities will share transportation arrangements unless a student's IEP specifically requires specialized transportation. Costs for transportation will be negotiated between PCA and CCPS to ensure compliance with the Section 22.1-221 of the Code of Virginia and the Board's Regulations Governing Special Education Programs for Children with Disabilities in Virginia.

X. Residential Charter School: If the application is for a residential charter school for at-risk students, the following components must be addressed:

- 1. A description of the residential program to include: a) the educational program; b) a facilities description to include grounds, dormitories, and staffing; c) a program for parental education and involvement; d) a description of after-care initiatives; e) the funding the residential facility and other services provided; f) any counseling and other social services to be provided and their coordination with current state and local initiatives; and g) a description of enrichment activities available to students.

Not applicable

- 2. A description of how the facility will be maintained including, but not limited to: a) janitorial and regular maintenance services and b) security services to ensure the safety of students and staff.

Not applicable

Business Components XI-XV

XI. Economic Soundness: Evidence that the plan for the public charter school is economically sound for both the public charter school and the school division or relevant school divisions. The following components should be addressed:

- 1. A description of the public charter school's financial plan, including financial controls and audit requirements in accordance with generally accepted accounting principles.

PHILADELPHIA CHARTER APPLICATION

The Governing Council of the Philadelphia Charter Academy understands the concern over the accountability of charter schools and therefore has pledged to follow public school accounting guidelines.

PCA will put in place those internal accounting controls necessary to safeguard the school's assets. PCA will maintain accurate financial records in accordance with Generally Accepted Accounting Principles (GAAP) for non-profit corporations and will submit to the Campbell County School Board an annual financial report audited by a certified public accountant.

The academy treasurer will have the responsibility of preparing a budget, for the governing council, who has the responsibility of approving each annual school budget. The director, treasurer and at least one other member of the governing council will provide the oversight necessary to monitor the financial status of the School.

A general account will be set up for the administration of funds, and the treasurer will be the only person with check-writing authority. In addition, a discretionary account will be set up, and the administrator as well as the treasurer will have check-writing authority for this account.

Transfer of funds from the School District will be to the general fund only. Disbursement to the discretionary account will require approval of the governing council. The governing council will establish a maximum cap above the fund that will require approval by the governing council team.

Accounting activities will consist primarily of the monthly payroll paid to the school's staff and the maintenance of an accounts payable system to track amounts due vendors of the school.

The Campbell County School District will make quarterly cash payments with a per pupil expenditure adjustment to the Philadelphia Charter Academy, on January 1 and prior to July 1 of each year. The Academy shall comply with all requirements specified in the law pertaining to reporting requirements. This list includes annual report, annual financial audit and report, program audit, and participation during the annual school budget process. The Philadelphia Charter Academy will produce an annual report that will include, at a minimum, the following elements:

- 1) An assessment and report of how the Charter School is meeting its educational and financial goals, as identified in its mission statement. The report will include any changes in organizational structure and make-up of the governing council.
- 2) Assessment and report of parental responsibilities and involvement as identified in the Charter.
- 3) Assessment and description of community services available at the site.
- 4) Assessment and description of school responsibilities to parents of students enrolled at the charter school including report cards and the distribution date.

- 5) An assessment and report of compliance with all options allowed, by Virginia Department of Education.
 - 6) All enrollment statistics including attendance, per-class enrollment, and any occurrences of withdrawal or suspension.
 - 7) Any school incidents that required intervention of local, state or federal law enforcement.
 - 8) Any financial statements and balance sheet identifying Charter School assets, liabilities and fund balances or equities.
 - 9) Budget figures used are tentative because it is hard to project exact numbers for the future.
2. **Proposed start-up and three-year budgets with clearly stated assumptions and information regarding projected revenues and expenditures.**

STARTUP BUDGET

Federal or state funding – start-up grant \$600,000

Legal fees	\$12,500
Accounting and Consultation fees	\$12,000
Marketing:	\$10,000
Recruitment – Students:	\$5,000
Recruitment – Staff:	\$5,000
Curriculum Development:	\$25,000
Staff/ Board Development:	\$5,000
Staff Stipends:	\$30,000
Equipment and supplies:	\$10,000
Information Technology:	\$25,000
Travel:	\$5,000
Telephone/fax:	\$5,000
Total expenditures:	\$149,500

If federal or state funding is not available, PCA's governing boards will secure a loan of \$150,000 for startup costs repaid over a five-year period.

STARTUP BUDGET SUMMARY

Expenditures:

- Legal fees \$12,500 – for 100 hours of legal advice for charter and other issues.
- Accounting and Consultation fees - \$12,000 – 120 hours of accounting and consultation at \$100 per hour CPA and financial consultation.

PHILADELPHIA CHARTER APPLICATION

- Marketing (including postage and printing) - \$10,000 – 5000 fliers at \$2.00 each including Printing and postage.
- Recruitment -Students - \$5,000 - five open house at \$1000 each including advertisement and Refreshments.
- Recruitment – Staff - \$5,000 – five newspaper and online advertisement \$1000 each.
- Curriculum Development - \$25, 000 – IT based school model and curriculum development.
- Staff/Board development - \$5,000 – Membership and conference fees for the founding group.
- Staff Stipends - \$30,000 – Part time pay for key personnel.
- Information Technology– \$25,000 – personal computers, projectors, printer, equipment and programs for school.
- Travel- \$5,000 – Travel expenses for open houses, conferences, meetings etc.
- Telephone/fax - \$5,000 – telephone and internet service.
- Equipment and Supplies - \$10,000 – for office furniture and other office supplies.

Total Expenditures: \$149,500.00

Total Revenue: \$600,000 federal/state grants or bank loan.

The federal government's Department of Education grant program is primarily to provide startup money for new charter schools up to \$600,000 over a three-year period. The PCA will request this grant to help with the startup costs prior to opening in 2015. The balance of startup grant will be disbursed during the initial charter. Information about this grant can be found on the Department of Education's website:

<http://www2.ed.gov/programs/charternonsea/index.html>.

This grant is for new charter schools located in states with a limited amount of charter schools. Virginia qualifies as one of those states. PCA will apply for funding from various private foundations that are committed to the success of new charter schools and begin initial fund raising initiatives with local businesses and community partners. Piedmont Community Impact Organization, Inc. is the owner of the facility; therefore, all maintenance costs are budgeted separate from PCA.

PHILADELPHIA CHARTER ACADEMY PROPOSED BUDGET

Campbell County's per pupil allowances \$9493. However, after consultation with the local school board and conducting research about startup costs and operation costs for new charter schools, PCA has developed the following budget proposals:

NARRATIVE

PERSONNEL SALARIES & BENEFITS

2016-2017	2017-2018	2018-2019
Academy Director \$45,000	Academy Director \$45,000	Academy Director \$46,350
Teachers—(3) \$111,000	Teachers—(6) \$222,000	Teachers—(9) \$342,990
Title I Teacher- \$37,000	Title I Teacher-(2) \$74,000	Title I Teacher- (3) \$111,000
Aides (1) – \$39,120	Aides (2) \$18,240	Aides (4) - \$37,575
Secretary- \$20,000	Secretary- \$20,000	Secretary - \$20,600
School Nurse - \$25,000	School Nurse - \$25,000	Nurse \$25,750
Administrative Assistant - \$25,000	Administrative Assistant – 25,000	Administrative Assistant \$25,750
Guidance Counselor- \$37,000	Guidance Counselor-\$37,000	Guidance Counselor (2)\$76,220
Cafeteria Supervisor - \$17,100	Cafeteria Supervisor- \$17,100	Cafeteria Supervisor-\$17,613
Cafeteria Staff (3) - \$27,360	Cafeteria Staff (3) - \$27,360	Cafeteria Staff (6)-\$56,362
Drivers (2) - \$20,000	Drivers (4) - \$40,000	Drivers (8) \$82,400
Substitute Teachers -\$5000	Substitute Teachers -\$5000	Sub Teach- \$10,000
Benefits- \$115,823	Benefits- \$180,360	Benefits - \$231,779
Total \$474,403	Total \$711,060	Total \$1,084,389

1. Teacher Salaries - Starting salaries will average about \$37,000 based on the school

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district's pay scale for teachers with 8 – 10 years teaching experience. There will be three (3) new teachers hired each year.

2. Aides – Aides starting salaries will be \$8.00 an hour for a 6-hour workday. Maximum of Four (4) aides utilized during the life of the charter.
 3. Guidance Counselor – Starting salary will be \$37,000 based on experience. One (1) additional counselor added during school year 2016-2017.
 4. Cafeteria Supervisor – Starting Salary will be \$12.85 an hour for a 7-hour workday.
 5. Cafeteria Workers – Starting salary will be \$8.00 an hour for a 6-hour day.
 6. Drivers – Starting salary will be \$10.53 an hour for a 5-hour day. Six (6) drivers hired during the life of the charter.
 7. Benefits for full time workers will include VRS, FICA, Medicare, Health and life insurance, and Delta Dental.
 8. Buses – Three new buses purchased during the life of the charter.
 9. Pay raises – it is projected that all employees will receive a 3% pay raise during school year 2016-2017.
 10. Title one teachers – starting salary will be \$37,000. Four (4) title one teachers hired during the life of the charter.
 11. School meals – It is our assumption that all students being at-risk will qualify for the free or reduced meals.
 12. Federal, State, and local funding - \$9,493 per student based on current rate allocated to school district.
-
3. **Proposed start-up and three-year cash flow projections with clearly stated assumptions and indications of short-and long-term sources of revenue.**

SOURCES OF FINANCIAL SUPPORT

	2016- 2017	2017-2018	2018-2019
Federal, state, and local funds	\$474,650	\$949,300	\$1,423,950
Business Partnerships, local			
Contributions, fund-raising	\$50,000	\$50,000	\$50,000
USDA Food Programs	\$40,000	\$80, 000	\$120,000
Charter School start up grant	\$150,000	\$150,000	\$150,000
TOTAL	\$714,650	\$1,229,300	\$1,743,950

4. Evidence of anticipated fundraising contributions, if claimed in this application.

The federal government's Department of Education grant program is to provide startup money for new charter schools up to \$600,000 over a three-year period. The PCA will request this grant to help with the startup costs prior to opening in 2016. The remainder of the startup grant will be spread out during the initial charter. Information about this grant is on the Department of Education's website:

<http://www2.ed.gov/programs/charternonsea/index.html>.

This grant is specifically for new charter schools located in states with a limited amount of charter schools. Virginia qualifies as one of those states.

In addition, PCA will apply for funding from various private foundations that are committed to the success of new charter schools and begin initial fund raising initiatives with local businesses and community partners. Piedmont Community Impact Organization, Inc. is the owner of the facility; therefore, all maintenance costs are budgeted separate from PCA.

- 5. A description of the funding agreement that the public charter school intends to have with the local education agency, including information regarding anticipated local, state, and federal per-pupil- amounts to be received and any information pertaining to the maintenance of facilities. In accordance with Section 22.1-212.14 of the Code of Virginia, the per pupil funding provided to the charter school shall be negotiated in the charter agreement and shall be commensurate with the average school-based costs of educating the students in the existing schools in the division or divisions unless the cost of operating the charter school is less than that average school-based cost. To the extent discussions have been held with the school division, please describe the outcome of those discussions. If there have been no discussions to date, please indicate the reason.**

Piedmont has informed the Campbell County School Board, in writing, of our intent and has had numerous meetings and discussions to obtain information and report on the status of the application (correspondences attached). The Campbell County School District, will make quarterly cash payments with a per pupil expenditure adjustment to the Philadelphia Charter Academy, on January 1 and prior to July 1 of each year.

- XII. *Management and Operation:* Describe the management and operation of the public charter school, including the nature and extent of parental, professional educator, and community involvement in the management and operation of the public charter**

school. (Section 22.1-212.7, *Code of Virginia*) The following components must be addressed to the extent the applicant is able, pending negotiations with the local school board:

- 1. A description of any discussions, to date, with the local public school system or local school board where the charter school will be located regarding the management and operation of the public charter school.**

-A Governance Council (GC) shall be the chief decision-making body for the Philadelphia Charter Academy. The council shall consist of 14 members, nine voting and five non-voting members, who may be employees of the school. The non-voting members shall serve in an advisory role and may participate in all activities of the GC except voting. Non-voting members can express their views about policy matters. In addition, the GC shall serve as the board of directors of the Philadelphia Charter Academy.

-The GC shall conduct its business based on published agenda and keep appropriate records of all its actions. All teachers, parents, and community members are encouraged to attend GC meetings, but only voting members of the GC will cast votes. The GC shall normally meet monthly but may convene more frequently as necessary to conduct its business.

-The GC is subject to all laws that govern open meetings, public records, and confidentiality. Voting and non-voting members of the GC shall excuse themselves from participating in discussions and decisions about matters that may involve actual or potential conflicts of interest. Such conflicts may arise whenever a council member may either receive some advantage or suffer some disadvantage because they have personal, business, or monetary interests in a matter before the GC. GC members shall either excuse themselves voluntarily or be excused by a majority of voting representatives if the GC determines that there is an actual or potential conflict of interest, which may be brought to the attention of the GC by any person.

- 2. A description of the functions, roles, and duties of the management committee, the school's leadership, and any other entities shown in the organizational chart, as defined in Section 22.1-212.6 of the *Code of Virginia* and its proposed composition and bylaws.**

The Governing Council (GC) shall include 9 voting members and 5 non-voting members representing the school's various constituencies as follows:

- The Director/Principal, who is appointed by the GC, shall be a non-voting member of the GC.
- Five Piedmont Board members who shall be voting members of the GC.

- Two parents who shall be elected from and by parents whose children are enrolled in the school.
- The parent representatives shall be voting members of the GC.
- Three teachers, who shall be elected from and by the credentialed teachers employed at the school. The teacher representatives shall be non-voting members of the GC.
- One staff employee shall be elected by the full-time non-instructional employees of the school. The staff employee representative shall be a non-voting member of the GC.
- Two community representatives, one with experience in education and the other with experience in business, and one alternate community representative with either expertise, who shall be selected by the majority vote of the GC from volunteers who express an interest in the school and are not founders, parents of children enrolled at the school, or employees of the school. The community representatives shall be voting members of the GC.
- Elected and appointed members of the GC shall serve two-year terms.

See Appendix C: Organizational and Feedback Chart

3. **An explanation of how support services will be funded and delivered. These services, include, but are not limited to: 1) food services; 2) school health services; 3) custodial services; 4) extracurricular activities and 5) security services.**
 - 1.) **Food Services:** PCA will use the same food services as those in other Campbell County schools and will contract with the county and its providers for service.
 - 2.) **Health Services:** As a public school, PCA will be eligible for a nurse and will work with the school district to notify county health services to provide our school a nurse.
 - 3.) **Custodial Services:** The building is owned by PCIO and we will provide our own custodial staff.
 - 4.) **Security Services:** PCA will work with the local school board and request a Student Resource Officer (SRO). Student Resource Officers are assigned, and paid for through the Campbell County police departments, and county government.
 - 5.) **Transportation Services:** PCA will provide transportation for our students.
 - 6.) **Extracurricular Activities.** PCA will provide numerous opportunities for extracurricular activities during its afterschool and summer enrichment programs

4. **An explanation of any partnerships or contractual relationships (education management organization, food services, school health services, custodial services, security services, etc.) central to the school's operations or mission, including information regarding the relationship of all contractors to the governing board of the public charter school, and information regarding how contractors and the employees of the contractors having direct contact with students will comply with the provisions of Section 22.1-296.1, of the *Code of Virginia*.**

All contractors PCA plans to use for items such as food, health, and security will be county approved contractors and thus meeting the provisions of Section 22.1-296.1 of the *Code of Virginia*. Any independent contractors already not vetted by the county, will meet Section 22.1 - 296.1 of the *Code of Virginia* prior to being contracted by PCA.

5. **A proposed start-up plan, identifying tasks, timelines, and responsible individuals.**

The planning committee for PCA has allotted enough time for development and implementation for school. As stated previously, this process has taken over 10 years to complete. PCA will open with only 50 students and continue to grow until it reaches 250 students. PCIO will submit this application to the State Board of Education and Campbell County School Board almost two years before our planned opening.

PCIO will use this time to finalize our policies and procedures with the school board, market our school, to fund raise, recruit faculty and staff and to recruit our targeted population. The Director will work full time, until PCA opens in July 2016, after the charter application is accepted. The Director will recruit staff, meet with community stakeholders, plan operations, prepare budgets, and assign personnel duties.

6. **A proposed organization chart that clearly presents the school's organizational structure, including the lines of authority and reporting between the management committee, staff, any related bodies (such as parent teacher organizations, the school division and any external organizations) that will play a role in managing the school.**

See Appendix D: "Governing Council"

7. **Plans for recruiting and developing school leadership and staff.**

- Recruitment – Staff - \$5,000 – 5 newspaper and online advertisement \$1000 each.
- Finalize our policies and procedures with the school board; market our school, to fund raise, recruit faculty and staff and to recruit our targeted population.

XIII. *Employment Terms and Conditions:* Provide an explanation of the relationship that will exist between the proposed public charter school and its employees,

including evidence that the terms and conditions of employment have been addressed with affected employees. (Sections 22.1-212.13, 22.1-296.1, 22.1-296.2, and 22.1-296.4, Code of Virginia) At the discretion of the local school board, charter school personnel may be employees of the local school board, or boards, granting the charter. Any personnel not employed by the local school board shall remain subject to the provisions of §§ 22.1-296.1, 22.1-296.2, and 22.1-296.4. The following components must be addressed:

1. **A plan that addresses the qualifications of teachers and administrators at the public charter school, including compliance with state law and regulation regarding Virginia Board of Education licensing endorsements.**

All teachers employed at PCA who are primarily responsible for classroom instruction in the core academic areas of reading, language arts, mathematics, science, history and social science shall be required to hold the necessary teaching credentials as required by the state of Virginia.

The Director shall confirm these documents, which shall be provided by prospective employees at the time they apply for work at PCA, for validity before a teacher is hired. Teacher credentials shall be maintained on file at the school and shall be subject to periodic inspection by the State Board of Education (SBE).

PCA will provide the SBE with copies of credentials whenever a new teacher is hired or there is a change in the credentials of a currently employed teacher (e.g., a teacher changes from emergency to full certification).

In general, PCA will expect its teachers to have the following abilities, experience, and attitudes:

- Bachelor of Arts, Bachelor of Science, or equivalent degree.
- Demonstrated excellence as a teacher including knowledge of the subject matter they teach.
- Creative and innovative in his/her approach to education.
- Fluent with current educational theory and curriculum development.
- Knowledgeable about and supportive of charter schools.
- Ability to work collaboratively with other educators in interdisciplinary units.
- Desire to work with parents and community members to strengthen the home-school-community union to envelop students with a continuum of educational culture.
- Willingness to be responsible and accountable for the performance of their students.
- Ability to present materials in ways that attract and hold students' attention.
- Understanding of different student learning styles and how to adapt their teaching styles to them.
- Ability to assess student growth in a variety of ways (e.g., standardized tests, classroom exams, presentations, projects, and portfolios)

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- Ethical and compassionate behavior with respect to their interactions with students especially but also parents, other educators, and community members.
 - Demonstrated ability to work with special education, low achieving, and gifted/talented students.
 - Specific abilities to fulfill the teacher duties described above.
2. **A plan to provide high-quality professional development programs (Section 22.1-253.13:5, Code of Virginia).**

The local school board shall provide teachers and principals with high-quality professional development programs each year in accordance with Section 22.1-253.13:5, code of Virginia.

- (a) Instructional content;
- (b) The preparation of tests and other assessment measures;
- (c) Methods for assessing the progress of individual students, including Standards of Learning assessment materials or other criterion-referenced tests that match locally developed objectives
- (d) Instruction and remediation techniques in English, mathematics, science, and history and social science;
- (e) Interpreting test data for instructional purposes;
- (f) Technology applications to implement the Standards of Learning; and
- (g) Effective classroom management

3. **Provisions for the evaluation of staff at regular intervals and in accordance with state law and regulation.**

PCA believes all teachers should receive timely and informative feedback. To achieve this goal; PCA will use both interim and summative evaluations of our teachers. All personnel will be required to meet the qualifications set forth in VA Department of Education Human Resource policy, including all requirements for licensure. Preliminary discussions have taken place regarding compliance with state law and regulation regarding licensing and endorsements. PCA will oversee all hiring of staff, teachers, and school leaders. PCA will add additional position descriptions as necessary to staff the charter school.

Any teacher failing to meet performance standards will complete a Teacher Improvement Plan. If adequate improvement is not achieved at the end of Improvement Plan, the teacher will be dismissed from PCA.

See Appendix E: Sample Teacher Performance Evaluation

4. **Provisions for a human resource policy for the public charter school that is consistent with state and federal law.**

All personnel will be required to meet the qualifications set forth in Virginia Department of Education Human Resource policy, including all requirements for licensure. Preliminary

discussions have taken place regarding compliance with state law and regulation regarding licensing and endorsements. PCA will oversee all hiring of staff, teachers, and school leaders. PCA will add additional position descriptions as necessary to staff the charter school. The Director shall be responsible for supervising the non-instructional staff needed by the school to staff its operations (e.g., administrative assistants, secretaries, custodial staff, and food services workers).

PCA will develop, as needed, the job descriptions, job qualifications, selection processes, and evaluation tools appropriate for the different kinds and levels of non-instructional staff that are employed at the school.

Minimum requirements for office and clerical staff will include, but not be limited to, computer skills (including working knowledge of word processing, spreadsheets, data base programs, accounting software, and internet communication management), written and verbal communication skills, and filing and organizational abilities. The Director/Principal shall develop a written evaluation procedure for assessing the performance of non instructional staff on a yearly basis.

All initial offers of employment will be considered "a conditional offer of employment" pending completion of a Criminal Records Check, which is satisfactory to the Board. Further, the Board may require a Criminal Records Check of any employee at any time. If a Criminal Records Check is found to be unsatisfactory, the Board reserves the right to dismiss said person within twenty-four hours (24) of the receipt of such report, excluding Saturday, Sunday, or a legally recognized holiday. The cost of record checks for personnel shall be borne by the individual. The cost of record checks for contractors will be borne by the contracting agency. One of the first charges of the administration will be to work with technical consultants to clarify and enhance all personnel policies, including the Criminal Records Check prior to their implementation.

5. Notification to all school employees of the terms and conditions of employment.

PCA will be part of Campbell County Public Schools and follow all school division policies including the terms and conditions of employment and notification of all employees of the terms and conditions of employment in compliance with state and federal laws.

6. A staffing chart for the school's first year and a staffing plan for the term of the contract.

The staffing plan will be graduated and use part time staff members and contracted personnel until the school reaches capacity. This will achieve two goals. The students will have the support of highly effective and experience personnel and the school will remain fiscally responsible and sustainable.

XIV. Liability and Insurance: Describe the agreement between the parties regarding their respective legal liability and applicable insurance Coverage. (Section 22.1-212.16, Code of Virginia) The following components must be addressed:

- 1. The types of insurance for the public charter school, its property, its employees, the charter school management committee, and the board and the levels of coverage sought. Types of insurance include, but are not limited to: a) general liability b) health and c) property.**

The Philadelphia Charter Academy is, by law, considered a Public School and is subject to protection under the laws governing public schools, which provides Limited General Liability for the Philadelphia Charter Academy and its employees in the event that they be sued for liability damages.

The PCA agrees to, maintain Worker's Compensation Insurance at statutory limits including Employees Liability at \$100,000 per accident, \$500,000 disease - policy limit, and \$100,000 disease per employee. It agrees to maintain General Liability insurance to protect against bodily injury, property damage and personal injury at limits set by state statute.

The PCA agrees to, maintain a Professional Liability/Errors and Omissions policy, to protect staff, incorporators, and trustees of at least \$1,000,000 per occurrence for wrongful acts, and will maintain a Property Policy to cover the school's furniture and equipment assets. It will maintain an Automobile Liability Policy on all buses, vans and other vehicles used exclusively by the Charter School. It will also maintain non-owned and hired car liability.

The PCA will maintain an insurance policy or contract to include the Campbell County School Board and its officers, agents and employees with adequate notice to the School District prior to cancellation.

The policies insurance carrier will be acceptable to the School District. Evidence of the insurance contracts are confirmed by a declaration of insurance, issued annually as a condition of the charter school's continued operation, and will be presented to the school district.

- 2. A justification for each type of insurance coverage sought.**

The level and type of insurance coverage sought will align to the current coverage of all other Campbell County Public Schools (CCPS). PCA will be a charter authorized by Campbell County Public Schools and the Charter School will be required to purchase equitable coverage, as required by CCPS. The policies insurance carrier will be acceptable to the School District. Evidence of the insurance contracts are confirmed by a declaration of insurance, issued annually as a condition of the charter school's continued operation, and will be presented to the school district.

- 3. A description of any plans of the public charter school to provide indemnity for the local school division.**

Any plans for indemnity for PCA will be negotiated as part of the charter contract with CCPS and are subject to negotiation and approval. CCPS will determine costs and responsibility for the charter school

- XV. Disclosures: Disclose ownership or financial interest in the public charter school by the charter applicant and the governing body, administrators, and other**

personnel of the proposed public charter school, and require that the applicant and the governing body, administrators, and other personnel of the public charter school shall have a continuing duty to disclose such interests during the term of the charter. The following components must be addressed:

- 1. A description of how the applicant and members of the management committee will disclose any ownership or financial interest.**

At the present, PCA's planning committee members do not have any financial interest in the development and operation of this charter school. The charter application contains a list of those members. All of these individuals have worked on a voluntary basis for the last 10 years to develop the PCA. In accordance with Section 2.2-3114 of the code of Virginia, the school will disclose personal and financial information for all principals and members of the PCA Board of Directors. A policy will be adopted by the PCA Governing Board stating that it will not hire any person with a financial interest in the development and leadership of the charter beyond their individual employment terms. All employees will be required to disclose ownership and financial interest in school related interests.

- 2. Information regarding the frequency by which such disclosures will be made during the term of the charter (Section 2.2-3114, *Code of Virginia*).**

The frequency of the disclosures regarding auditing employees and board members for financial interest in the charter school will be annual and in the form required by Virginia law. Each year, the accountant assigned to the school will verify that there is no conflict of interest in the operation or administration of the school.

- 3. A description of ownership or financial interest of the applicant and/or members of the management committee in the proposed charter school. This includes any relationships that parties may have with vendors performing services at the school.**

At the time of this application, PCA Governing Board does not have a financial interest in the development or operation of the charter school. A list of the board of directors is included in the application. The directors are educators, school leaders, and community leaders. Employment by the school will require that Governing Board members of the charter resign from the board. However, they may elect to serve on the advisory panel.

No one has a financial interest or gain in the use of the facility, or from contracts or agreements that relate to the school. Prior to contractual agreements, any potential conflicts of interest or relationships with school board members or staff will be vetted and negated through the VBCPS legal department. Failure to disclose a conflict of interest or financial relationship will be grounds for dismissal for any board member or staff member.

Part C: Assurances

Assurances in the Code of Virginia: The assurances in the *Code of Virginia* represent the policies and procedures that must be developed and addressed in the application by the public charter school to carry out the provisions of the law. By signing and

submitting this application for a public charter school, the applicant expressly assures the Board that:

1. No tuition will be charged to students attending the public charter school.
2. The school will be nonreligious in its admission policies, employment practices, instruction, and all other operations.
3. The public charter school policies and procedures will comply with the federal *Family Educational Rights and Privacy Act* (FERPA) and the records retention schedules for public schools, and that such policies and schedules will be acceptable to the local education agency.
4. The public charter school programs, services, and activities will operate in accordance with all applicable federal and state laws and regulations, including the federal *Americans with Disabilities Act* (ADA), the federal *Individuals with Disabilities Education Improvement Act* (IDEA), Section 504 of the federal *Rehabilitation Act of 1973*, and the *Virginia Freedom of Information Act*.
5. The applicant has knowledge of, and will comply with the *Virginia Conflict of Interest Act*.
6. Transportation will be provided consistent with state law and regulation. (Sections 22.1-176, 22.1-182, 22.1-186, 22.1-191, 22.1-221, 22.1-216, 22.1-218, Code of Virginia and the Virginia Board of Education's Regulation Governing Pupil Transportation)
7. The applicant will provide information regarding the proposed term of its contract with a local school board and notification of closure, should the charter be revoked or fail to be renewed. (Section 22.1-212.12, Code of Virginia)

Assurances approved by the Virginia Board of Education: By signing and submitting this application for a public charter school, the applicant expressly assures the Board that:

1. If the local school board approves the application, the applicant will take all actions necessary to enter into a contract with the local school board within nine months prior to the opening date of the public charter school.
2. If a local school board approves the application, the school leadership of the public charter school will be retained on contract no later than 60 days prior to the opening date of the school.

3. If the application is approved by a local school board, all requests for waivers from the Virginia Board of Education will be made by the local school board, on behalf of the applicant, no later than six months prior to the opening date of the school. (This does not preclude a public charter school from working with the local school board to request additional waivers once the school is operational.)
4. Facilities information will be provided, including but not limited to:
 - a. Suitable instructional space;
 - b. Provisions for library services;
 - c. Provisions for the safe administration and storage of student records and student medications;
 - d. Information regarding compliance with building and fire codes and compliance with the federal *Americans with Disabilities Act* (ADA);
 - e. General information on emergency evacuation plans;
 - f. Information regarding site location and preparation;
 - g. The structure of operation and maintenance services; and
 - h. Financial arrangements for facilities, including any lease arrangements with school divisions or other entities and whether debt will be incurred.
5. The public charter school will comply with all provisions of the Virginia Board of Education's Regulations governing Special Education Programs for Children with Disabilities in Virginia.
6. The applicant will provide a **model Student Code of Conduct** policy that addresses student behavior, discipline, and participation in school activities. The plan should identify the role of teachers and administrators in discipline and mentoring and must demonstrate compliance with the code of conduct policy of the applicable school board.

PCA will use the Virginia Board of Education Student Code of Conduct Policy to address student behavior, discipline, and participation in school activities. PCA will follow all evaluation policies for teachers and administrators as required.

See Appendix G- "Student Code of Conduct Policy Guidelines".

Pursuant to the requirements, I hereby certify that to the best of my knowledge the information in this application is correct, and that the applicant has addressed all application elements that pertain to the proposed public charter school, and that the applicant understands and will comply with the assurances listed above.

PHILADELPHIA CHARTER APPLICATION

Name of Authorized Official: Russell E. Lomax

Title: President

Signature of Authorized Official: 

Date: FEB 23 2015

APPENDIX

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